

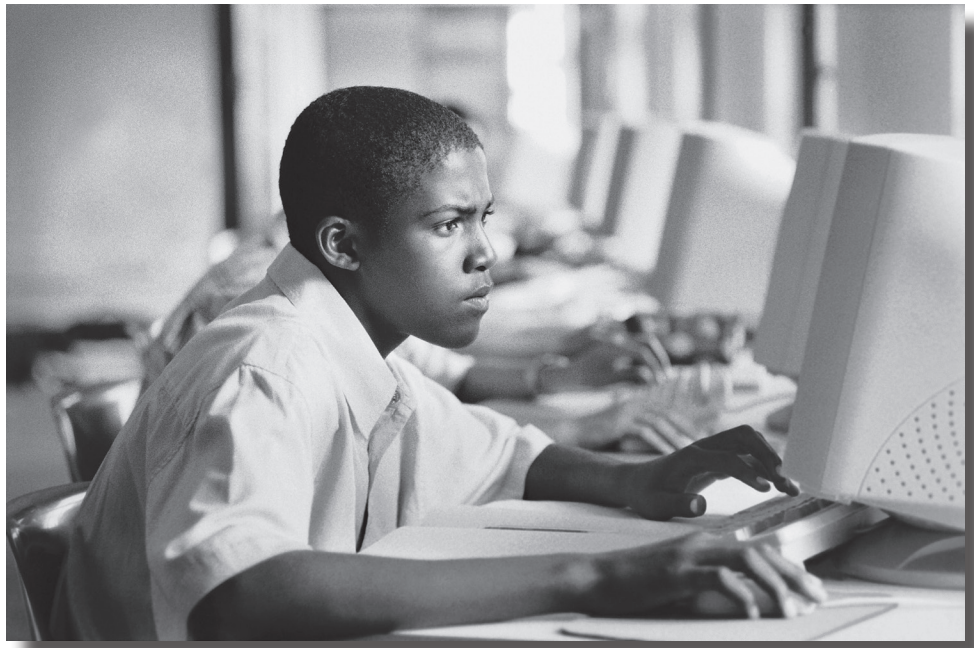


**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler

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2015–2016  
Grade 7

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## INTRODUCTION

### General Introduction

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators to use in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

### Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions and stimulus passages that are aligned to the new Pennsylvania Core Standards-based 2013 PSSA Assessment Anchors and Eligible Content. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.pa.gov](http://www.education.pa.gov) [Hover over K–12, select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors” from the “Other Materials” list on the right side of the screen.]

### What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific writing prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards (PCS). The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

### Purpose and Uses

The passages with test questions, non-passage based standalone questions, and mode-specific writing prompts in this sampler may be used as examples for creating assessment items at the classroom level. The sampler may also be copied and used as part of a local instructional program.<sup>1</sup> In addition, classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can use the sampler as a guide to score the responses independently or together with colleagues within a school or district.

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<sup>1</sup> The permission to copy and/or use these materials does not extend to commercial purposes.

### Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 7, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis questions (TDA), and mode-specific Writing Prompts (WP).

**Multiple Choice:** Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

**Evidence-Based Selected Response:** Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Text-Dependent Analysis:** Unlike a writing prompt, the TDA question is a text-dependent analysis question, based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must employ basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student’s reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA is scored using a holistic scoring guideline on a 1–4-point scale.

**Writing Prompt:** Each of this type of test question includes an extended response space in which the student composes an answer based on a provided writing prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an argumentative essay, an informative/explanatory essay, or a narrative essay. Each writing prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

### Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

During an official test administration, students are given as much additional time as is necessary to complete the test questions.


Item Type	MC	EBSR	TDA	WP
Estimated Response Time (in minutes)	1.5	3 to 5	45	30

***English Language Arts Grade 7***

This English Language Arts Sampler is composed of 4 passages, 31 passage-based multiple-choice questions, 6 evidence-based selected-response questions, 2 text-dependent analysis questions, 18 standalone multiple-choice questions, and 3 mode-specific writing prompts.

In this sampler, the first passage is followed by a set of multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. The second passage is followed by a set of multiple-choice questions and an evidence-based selected-response question. The third passage is followed by a set of multiple-choice questions, an evidence-based selected-response question, and a text-dependent analysis question. The fourth passage is followed by a set of multiple-choice questions and evidence-based selected-response questions.

Each question is preceded by the Assessment Anchor and Eligible Content coding. The correct answer is indicated by an asterisk (\*). Each question is followed by a brief analysis or rationale. Each text-dependent analysis question is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations. Sample student responses for each of the scoring levels are also included for the writing prompts.

The PCS-Based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis question responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol, .

**Section 1**

**Directions:** On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your choice to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Question:**

The English Language Arts TDA question will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA essay:

- Be sure to read the passage and TDA question carefully.
- Review the Writer’s Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**PASSAGE 1**

Read the following drama about the nurse and medical reformer Florence Nightingale, who in 1837 was in conflict with her family's view on the role of a woman in society. Then answer questions 1–11.

## Mission of Mercy

by Esther Lipnick

### Characters

**Florence Nightingale**

**Parthenope**, her older sister

**Agnes**, a friend

**Mary Morse**, a nurse

**Dr. Hall**

**Dr. Goodale**

**Sir Harry Verney**, Parthenope's husband

**Lord Ashworth**, Agnes's husband

**Butler**

**Boy's Voice**

### SCENE 1

**Time:** 1837.

**Setting:** *The living room of the Embley Park home of the Nightingales.*

**At Rise:** *Florence Nightingale, a gangly girl of seventeen, is standing beside a globe of the world. There is an unfinished sampler<sup>1</sup> on a footstool beside her. Parthenope, her older sister, is seated on an elaborate divan<sup>2</sup>, embroidering; Agnes, seated across from Parthenope, is also embroidering intently. Florence seems upset as she twirls the globe around almost angrily.*

**Parthenope** (*Looking up from her work*): Flo, have you finished the sampler you were doing for Aunt Mai?

**Florence** (*Shakes her head without looking up*): No.

**Agnes** (*Looking up at Florence*): I can't make you out, Florence. Nothing seems to please you anymore, not even the prospect of being presented at court.

<sup>1</sup> sampler—a piece of embroidery made as an example of needlework skill

<sup>2</sup> divan—furniture used for sitting



**Florence:** Court. Humph! (*The two girls look at Florence, shocked.*) I don't mean to be disrespectful. It's just—oh, it's just that I'm not made for this sort of life. Summer at Lea Hurst near the quaint village of Lea in Derbyshire, winter at fashionable Embley Park near Romsey. Surrounded by flowers and birds and servants. Ladies! Humph! Music and grammar, composition and modern languages. A lady must know Greek and Latin and mathematics and the antics of Caesar and Hannibal! It's—it's like lying on one's back and having liquid poured down one's throat. (*Pauses for a moment to get her breath; picks up her sampler, looks at it scornfully as she speaks.*) Embroidery! Like a bird in a gilded cage—like a fool I sit here sewing verses I don't mean. (*Reading from sampler.*)

“When I was young and in my prime / You see how well I spent my time. / And by my sampler you may see / What care my parents took of me.”

(*Florence begins to laugh, almost hysterically.*)

**Parthenope** (*Stands up, very angry*): Stop that, Florence. You're forgetting your position. (*Florence drops sampler onto floor; then sits down dejectedly on the footstool, her hands covering her face.*)

**Florence** (*Barely audible*): Yes, my position.

**Agnes** (*After a brief silence*): But, Florence, what else can an English lady do?

**Parthenope:** That's just it. Sometimes I feel that my sister isn't English at all. You know she was born in Florence, Italy.

**Agnes:** Your parents were traveling there at the time—(*There is a sudden sound of crying outside the window as Agnes speaks. Florence jumps up as though electrified and runs to window.*)

**Florence:** What has happened out there?

**Boy's Voice** (*Off, from outside window*): Cousin Jerry fell out of the tree and skinned his leg.

**Florence:** Don't move him or touch him in any way. I'll be right out. (*She looks almost radiant as she turns to go, talking as if to herself.*) I must heat some water and get some clean bandages. (*Exits, left*)

**Agnes** (*Suddenly, to Parthenope*): I have it, Parthenope. Your sister wants to be a—

**Parthenope:** Nurse.

**Agnes:** How dreadful! Such a lowly profession, worse than being a kitchen-maid! (*Florence reenters with basin and bandages, crosses stage almost running, and exits. The girls look after her.*)

**Parthenope:** Yes, and she'll have her way. Mark my words, it won't be long before she'll be traveling on the continent to start her training. I know my headstrong sister and (*Lowers her voice*) I've seen her devour in the privacy of her room reports of medical commissions, pamphlets of sanitary authorities, and histories of hospitals and homes!

**Agnes:** But your parents, what will they say?

**Parthenope** (*Resignedly*): Oh, they'll be most unhappy, but they'll give in after a struggle. (*Looks up*) I can hear my mother saying, “We are ducks and have hatched a swan.”

## SCENE 2

**Time:** 1855, during the Crimean War.

**Setting:** “Sister’s Tower,” Florence Nightingale’s headquarters in the Barrack Hospital at Scutari.

**At Rise:** Florence Nightingale is sitting bent over a rough, unpainted table, writing letters.

**Florence** (*Aloud, as she writes*): My dear Mrs. Conrad, your boy, Jim, has asked me to say “hello” to you. He is doing very well and has shown much progress since he’s been brought here. Do not worry. His eye has improved greatly. (*There is a knock at the door. Mary Morse, a nurse, enters, carrying scrub brush and pail.*) Come in, Mary.

**Mary:** Oh, Miss Nightingale, I thought I’d drop in to say good night. The wards have all been scrubbed clean.

**Florence:** Good girl, Mary. You’re on the way to becoming a fine nurse. You’re learning the importance of cleanliness—I’ll never be able to stress that too strongly.

**Mary** (*Smiling*): Thank you, Miss Nightingale. You know I was thinking while I was scrubbing the floors, wouldn’t they be surprised back home if they saw me doing such work. They’d think I’d gone plumb mad.

**Florence** (*Smiling*): Yes, they called me mad, too, when I came here, because the first thing I asked for was a supply of sacking and two hundred hard scrub brushes for washing floors.

**Mary:** You mean you didn’t even find that here?

**Florence:** No, not a basin, not a towel, nor a bit of soap, nor a broom—

**Mary:** Heavens, Miss Nightingale, then all those stories are true, about the laundry, and the cooking, and the storekeeping.

**Florence:** I don’t know what you’ve heard, Mary, but it’s the same thing all over again. Cleanliness, cleanliness is the thing I’ve had to fight for time and again. It can be such a simple thing, too. Why shouldn’t a soldier wear a clean shirt on the front as well as at home? And isn’t it more important that a sick man should eat food that is appetizing, like broths and jellies, rather than hunks of bread and raw meat?

**Mary** (*Nodding*): It’s just common sense, Miss Nightingale. Then why is it so hard to make them understand? Why did Dr. Hall oppose you so?

**Florence:** My dear girl—that’s an age-old question. Man still believes that a woman’s place is in the home.

**Mary:** In the home. (*Musingly*) I wonder what they’re doing at home now?

**Florence** (*Rather dryly*): Drinking their afternoon tea.

**Mary** (*Straightens her shoulders and looks squarely at her superior*): I’m glad I’m here with you, Miss Nightingale. Good night.

**Florence:** I’m glad you’re here, too, Nurse Mary Morse. We need more women like you. Good night. (*Mary exits. Florence looks after her, then resumes her writing. Aloud, as she writes*) Your son will soon be writing to you himself. Yours truly. (*There are footsteps outside the door, and men’s voices can be heard. A knock follows.*) Come in, come in, gentlemen. (*Two medical officers enter, one dressed in white, the other in military uniform.*)

**Dr. Goodale:** Good evening, Miss Nightingale.

**Dr. Hall:** Good evening, Miss Nightingale.

**Florence:** Good evening, Dr. Goodale, Dr. Hall. Be seated, gentlemen. *(They sit down on the bench.)*

**Dr. Goodale:** We'll be but a moment, Miss Nightingale. I see you are busy as usual.

**Dr. Hall:** I have news for you, Miss Nightingale. I am leaving for England tonight on official business.

**Florence:** For England! I am sorry to see you leave, Doctor. We shall miss you.

**Dr. Hall** *(Waves her last remark aside)*: No, you won't, Miss Nightingale. I am leaving the hospital in good hands—in yours and Dr. Goodale's. But I haven't merely come to say goodbye; as a matter of fact the reason for my visit is twofold.

**Florence** *(Interrupting him)*: Yes, Dr. Hall. You're going to ask me if I have a message to send them back home. Well, I have. *(Stands, facing him and becomes very businesslike and brisk)* Tell them that the supplies I stocked up on at Marseilles are running out. Tell them to stop this red tape<sup>3</sup> which entwines all the official stores sent from England. Tell them men can't wait for a Purveyor who in turn has to wait for a Board of Survey to examine goods sorely needed. Delay is maddening. We're dealing with human lives. Human lives, Dr. Hall!

**Dr. Hall:** Yes, Miss Nightingale, I shall see what I can do.

**Dr. Goodale:** And while you're at it, Dr. Hall, you might tell them how Miss Nightingale put to work the women who followed their husbands to the front. Tell them how these women work in the laundry, washing clothes. Tell them that before Miss Nightingale came only six shirts a month were washed. Tell them of the diet kitchen she set up. And tell them what fools we doctors were and how we opposed her every move.

**Florence:** Come, come, Dr. Goodale, let's forget that.

**Dr. Hall:** That indeed is the second motive for my call. I've come to apologize for being a stubborn mule and to salute you. I salute you, Miss Nightingale, and wish you luck and health that you may continue your work of mercy here.

**Florence** *(Shakes hands with Dr. Hall as he rises, ready to leave)*: Thank you, Doctor.

**Dr. Goodale** *(Shakes hands with Florence too)*: Good night, Miss Nightingale.

**Florence:** Good night, Doctor. *(They exit, center. Florence returns to her work, sits for a moment with her head in her hands, then rises. She goes to shelf and gets a kerchief which she ties around her head, throws a shawl over her shoulders, lights her lamp, puts some paper and a pencil in her pocket, picks up her lamp.)* And now I must visit my dear children. *(Starts off, as curtain falls.)*

### SCENE 3

**Time:** August 7, 1856.

**Setting:** Living room at Lea Hurst, summer home of the Nightingales.

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<sup>3</sup>red tape—unnecessarily complicated tasks required by an organization

**At Rise:** *The lamps are lighted. There is much laughing and conversation. Lady Agnes and her husband, Lord Ashworth, are seated on a divan. Directly opposite, Parthenope is reclining comfortably on a chaise lounge, while her husband, Sir Harry Verney, sits on an elaborate footstool beside her. A serving table is laden with fruit and sweets, and the ladies are eating almost continuously.*

**Lady Agnes** (*Between bites of candy*): And when was the last time you heard of your sister?

**Parthenope:** Oh, just the other day.

**Lord Ashworth:** I say she ought to be in any day. The ship on which she is expected is due to arrive very shortly.

**Sir Harry:** Oh, yes. Preparations are all complete for the homecoming of my illustrious sister-in-law. Three military bands have been rehearsing ceaselessly for weeks on end.

**Lady Agnes** (*Taking another candy*): Somehow I can't picture Florence accepting all this fanfare. She never had any use for the conventional things.

**Parthenope** (*Reaches out for candy*): No, not our wild swan. Sometimes, I almost lose patience with her. I was quite angered when she refused to come home after contracting Crimean fever. Stubborn as ever.

**Sir Harry:** What is it she wrote you? "I am ready to stand out the war with any man," and by Jove she has!

**Lord Ashworth:** I say, I almost forgot. One of my tenants showed me a letter his son sent him from the Crimean front, and I've always intended to read it to you. (*Searches in his pocket and brings out a much wrinkled piece of paper; adjusts his glasses and reads*) "What a comfort it was to see her pass, even. She would speak to one and nod and smile to many more, but she could not do it all, you know. We lay there by hundreds, but we could kiss her shadow as it fell, and lay our heads on the pillow again content."

**Sir Harry:** I say, that's a fine tribute.

**Parthenope** (*Wiping her eyes*): May I see it? (*Lord Ashworth hands it to her. Sir Harry gets up as if to break this sentimental moment.*)

**Sir Harry:** I think we could all do with a spot of tea.

**Lord Ashworth:** Splendid idea. (*Sir Harry rings for Butler who rushes in, obviously upset.*)

**Butler** (*Excitedly*): Master, what am I to do?

**Sir Harry:** Control yourself, Albert. We'd like some tea.

**Butler:** But, sir, what am I to do about the woman all in black?

**Parthenope:** What are you talking about, Albert?

**Butler:** There's a woman all in black who insists on coming in the front entrance, and I swear she looks like cook's younger sister. I just can't make her come in the servants' entrance.

**Parthenope:** Why, Albert, let her in. (*Florence, dressed in black, face veiled, enters.*)

**Florence:** She is in. (*They all stare in astonishment as Florence lifts her veil.*)

**Parthenope** (*Running over to Florence and embracing her warmly*): Flo, darling.

**Butler:** Oh, Miss Florence, begging your pardon a thousand times, I didn't know—

**Florence:** That’s all right, Albert—(*Everyone shakes hands with Florence; Parthenope helps her remove her hat and veil, which Butler takes away. All sit down.*)

**Parthenope:** But, Flo, why didn’t you let us know so we could meet you?

**Lady Agnes:** They said you were coming on the ship.

**Florence:** I couldn’t take all the excitement. (*Looking around.*) It’s good to be back—to see you all.

**Lord Ashworth:** And you—all England has been awaiting your return.

**Lady Agnes:** You must be dreadfully tired, dear. We ought to leave and let you rest.

**Florence:** No, I’m not really tired.

**Lord Ashworth:** I do think we ought to leave you to your family. (*Agnes and Lord Ashworth rise and hold out hands to Florence.*)

**Lady Agnes:** My dear, I hope we’ll see you soon. Dinner, perhaps.

**Florence:** Thank you. I am sure we shall see you soon.

**Lord Ashworth:** Good night, Florence Nightingale. (*They shake hands.*)

**Lady Agnes:** Good night; good night, everyone. (*She waves her hand, kisses Florence on cheek and she and Lord Ashworth move to door.*)

**Others:** Good night. (*Sir Harry goes out with guests, while Florence and Parthenope move to divan and sit side by side.*)

**Sir Harry** (*Re-appearing in doorway*): Shall I have Albert take care of your bag, Florence?

**Florence:** Thank you, I wish you would. It’s in the vestibule.

**Parthenope** (*Looking at her sister*): It’s been a long time.

**Florence:** Yes, and yet everything here is just the same. Peaceful and restful.

**Parthenope:** You need rest badly. You must stay now and forget your nursing for a while.

**Florence:** Forget nursing! I could no longer live without nursing than you without air.

**MULTIPLE-CHOICE QUESTIONS****E07.A-V.4.1.1**

1. Read the line from the drama.

“**Parthenope** (*Stands up, very angry*): Stop that, Florence. You’re forgetting your position.”

Which meaning of the word position is used in the line?

- A. the location where someone is
- \* B. the social rank a person holds
- C. the job that a person has
- D. the way a person stands

The student is asked to determine the meaning of the word “*position*,” which has multiple meanings. Option B is the correct answer. The lines that Florence speaks before these lines from Parthenope provide the context for the appropriate meaning of “*position*.” Phrases such as “*this sort of life*,” “*summer at Lea Hurst*,” “*winter at fashionable Embley Park . . . Surrounded by flowers and birds and servants*” indicate that “*social rank*” is the meaning for this word in context. Options A, C, and D are not supported by context clues in the drama.

**E07.A-C.2.1.3**

2. Read the line from the drama.

“I can hear my mother saying, ‘We are ducks and have hatched a swan.’ ”

How does the author use figurative language in the line?

- A. to show that Florence’s family feels uncomfortable around her
- B. to reveal that Florence’s family fails to understand nursing work
- C. to indicate that Florence acts as unreasonably as a bird
- \* D. to suggest that Florence differs from the rest of the family

The student is asked to determine how the author uses figurative language in a given line from the drama. Option D is the correct answer since “*We are ducks and have hatched a swan*” implies that Florence is different from the rest of her family. Options A, B, and C are incorrect since they are not supported by information in the drama.



## E07.A-K.1.1.1

## 3. Read the lines from the drama.

**Mary** (*Smiling*): Thank you, Miss Nightingale. You know I was thinking while I was scrubbing the floors, wouldn't they be surprised back home if they saw me doing such work. They'd think I'd gone plumb mad."

**Mary** (*Straightens her shoulders and looks squarely at her superior*): I'm glad I'm here with you, Miss Nightingale. Good night."

Which inference is **best** supported by the lines?

- A. Mary's family opposed her decision to train as a nurse because they objected to Florence's ideas about medicine.
- B. Mary's initial doubts about training to be a nurse were overcome because of Florence's encouragement.
- C. Florence's ability to change the practice of nursing depended on attracting other women to the profession.
- \* D. Florence's career as a nurse helped other women realize that they could achieve their own goals.

The student is asked to determine the inference that is best supported by the given lines from the drama. Option D is the correct answer. The facts that Mary has become a nurse and is honored to be around Florence Nightingale indicate that Florence has inspired Mary. The fact that Mary's family would think she had "*gone plumb mad*" indicates that she has made sacrifices to achieve her own goals. Options A, B, and C are not supported by information in the drama.

## E07.A-K.1.1.3

4. How does the change in setting between Florence's home in scene 1 and the hospital in scene 2 develop Florence's character?
- A. It shows that Florence takes for granted the comforts she had at home.
  - \* B. It reveals that Florence has dreams, but they cannot be realized at home.
  - C. It indicates that Florence is capable of stating her mind, but not when she is at home.
  - D. It suggests that Florence behaves like a different person when away from home.

The student is asked to determine how the change in setting between scenes 1 and 2 develops Florence's character. Option B is the correct answer since it is only through traveling to another country that the reader learns that Florence is able to fulfill her dreams of working as a nurse. Options A and C are not supported by information from the drama. Option D is erroneous information and reflects a misinterpretation of details in the drama.

## E07.A-V.4.1.1

5. Read the lines from the drama.

**Sir Harry:** Oh, yes. Preparations are all complete for the homecoming of my illustrious sister-in-law. Three military bands have been rehearsing ceaselessly for weeks on end.

**Lady Agnes** (*Taking another candy*): Somehow I can't picture Florence accepting all this fanfare."

What does the word fanfare mean as it is used in the drama?

- A. an expensive gift
- B. a formal award
- \* C. a showy display
- D. an endless practice

The student is asked to determine the meaning of the word "fanfare" using context clues. Option C is the correct answer. The phrases "three military bands" and "rehearsing ceaselessly for weeks" both indicate that "fanfare" means "a showy display." Options A, B, and D are not supported by the context.



## E07.A-V.4.1.2

6. Read the lines from the drama.

**“Lord Ashworth:** ‘ . . . We lay there by hundreds, but we could kiss her shadow as it fell, and lay our heads on the pillow again content.’ ”

What does the figurative language in the line suggest?

- A. The soldiers under Florence’s care believed Florence was what helped them heal from their injuries.
- B. There were too few supplies to treat all of the soldiers, so Florence had to treat them without medicine.
- \* C. The soldiers were comforted by Florence’s presence, even when Florence was unable to visit them.
- D. There were so many injured soldiers that Florence was unable to visit all of them at the hospital.

The student is asked to interpret the meaning of a given line from the drama. Option C is the correct answer. The words “*kiss her shadow*” imply that Florence passes by the soldiers without directly visiting them; the words “*again content*” implies that the soldiers are comforted by merely seeing her shadow. Options A, B, and D reflect a misinterpretation of the line.

## E07.A-C.2.1.1

7. What is the main way that the author contrasts Florence’s views about medical practices with the views of the other characters?

- \* A. by describing the initial reactions of doctors to Florence’s medical practices
- B. by comparing standard military procedures with Florence’s medical practices
- C. by explaining that other hospitals are slow to accept Florence’s medical practices
- D. by including conversations that doctors have about Florence’s medical practices

The student is asked to determine the main way that the author contrasts Florence’s views about medical practice with the view of other characters. Option A is the correct answer since the doctors initially oppose Florence’s work; however, they realize the improvements she had made in the hospital related to cleanliness and diet. Options B and C do not relate to characters but rather to institutions. Option D is not supported by information in the drama.

**E07.A-C.2.1.2**

8. How are events mainly used to establish meaning in the drama?
- \* A. to show how Florence develops over time
  - B. to show how Florence is affected by people
  - C. to show the aspects of nursing that are depressing to Florence
  - D. to show the steps Florence takes to resolve a problem

The student is asked to determine how events are mainly used to establish meaning. Option A is the correct answer. Each scene follows chronologically from the scene before it and shows how Florence develops over a period of time. Option B is incorrect; even though Florence is affected by other people, it is not the main function of events. Option C is not supported by information in the drama since it is the work she does over time that gives her hope and purpose. Option D is incorrect; even though Florence does resolve problems, it is her character that is mainly revealed through the use of events.

**EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS****E07.A-V.4.1.2**

9. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Read the line from the drama.

**“Parthenope:** . . . I know my headstrong sister and (*Lowers her voice*) I’ve seen her devour in the privacy of her room reports of medical commissions, pamphlets of sanitary authorities, and histories of hospitals and homes!”

What does the use of the word devour suggest about Florence?

- A. confidence
- B. gratitude
- \* C. enthusiasm
- D. consideration

**Part Two**

Which of Parthenope’s lines from the drama **best** supports the answer in Part One? Choose **one** answer.

- A. “Sometimes I feel that my sister isn’t English at all.”
- \* B. “Mark my words, it won’t be long before she’ll be traveling on the continent to start her training.”
- C. “I was quite angered when she refused to come home after contracting Crimean fever.”
- D. “You must stay now and forget your nursing for a while.”

The student is asked to determine the connotation for the word “*devour*” and to select a line from the drama that best supports that connotation.

**Part One:** Option C is the correct answer since one who “*devours*” books is seen as being “*enthusiastic*” about learning about a topic. Options A, B, and D are not supported by the context.

**Part Two:** Option B is the correct answer since it reflects Florence’s enthusiasm for learning about medicine. Options A, C, and D do not support the correct connotation for the given word in Part One.

## E07.A-K.1.1.2

10. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is one theme from the drama?

- \* A. People must find their own happiness in life.
- B. Friendships are sometimes difficult to keep.
- C. People appreciate home more after traveling.
- D. Wealth is enough to bring satisfaction to most.

**Part Two**

Which lines from the drama support the answer in Part One? Choose **two** answers.

- \* A. “Don’t move him or touch him in any way. I’ll be right out. (*She looks almost radiant as she turns to go, talking as if to herself.*)”
- B. “I’ve come to apologize for being a stubborn mule and to salute you.”
- C. “Good night; good night, everyone. (*She waves her hand, kisses Florence on cheek and she and Lord Ashworth move to door.*)”
- \* D. “I could no longer live without nursing than you without air.”

The student is asked to determine the theme of the drama and to select two lines from the drama that support the theme.

**Part One:** Option A is the correct answer since it is evident that Florence finds happiness from something very different than what her family members find happiness from. It is through nursing that Florence finds her true purpose in life. Options B and C are not supported by information in the drama. Option D shows a misinterpretation of details in the drama.

**Part Two:** Option A is the correct answer since it shows that Florence is excited by the possibility of treating an injury. Option D is the correct answer since it shows how nursing gives Florence happiness. Options B and C do not support the correct theme from Part One.

**TEXT-DEPENDENT ANALYSIS QUESTION****E07.E.1.1**

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

## Writer's Checklist for the Text-Dependent Analysis Question

### PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

### PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.





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**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





**TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE**

**Item #11**

**Assessment Anchor:**

E07.E.1–Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E07.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

**TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES****E07.E.1.1 Response Score: 4**

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The author of the drama *Mission of Mercy* uses the three-scene structure to show us the change that Florence goes through. The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality.

We are introduced to Florence in the first scene as a "gangly girl of seventeen" who is unhappy with her life. Florence wants more out of life than afternoon teas and embroidery. She is frustrated by her life of leisure and wants to do more with her life. She shows her frustration by saying, "It's like lying on one's back and having liquid poured down one's throat." Her sister and friend can't understand her and her sister tells her "You're forgetting your position." Later we learn that they think the profession of nurse is "such a lowly position, worse than being a kitchen-maid!" We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on.

In Scene 2, Florence is working as a nurse of soldiers in the Crimean War. In fact, she has become so good at nursing that she is now very confident and even helps teach other nurses. She tells Mary, "You're well on your way to becoming a fine nurse." It is obvious through the conversation that Florence really whipped things into shape once she got there. Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen. When Florence arrived there was nothing there "No, not a basin, not a towel, nor a bit of soap, nor a broom." All of this shows that Florence made the right decision to become a nurse. She is obviously very good at it and has a take charge attitude. Her determination played a part here too, especially when she talks about cleaning the whole building and demanding cleanliness from everyone there.

By Scene 3 the war is over and Florence is returning to her home in England. The author uses a letter from a soldier to show her family how successful Florence had become in her chosen field. This makes her family realize that Florence was right all along and they are proud that she has done so well. Her sister even wiped away a tear. When she arrives at her home after a long time, she is dressed in black and no one can recognize her. I think this is to show that she has changed into a different person. She tells them "I could no longer live without nursing than you without air."

The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today.

**Annotation:** The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (*"The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality," "She is frustrated by her life of leisure and wants to do more with her life," "We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on," "She is obviously very good at it and has a take charge attitude. Her determination played a part here too," and "she is dressed in black and no one can recognize her. I think this is to show that she has changed into a different person"*), all of which leads to the student's main point/conclusion (*"The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today"*). There are substantial, accurate, and direct references to the text (*"Florence in the first scene as a 'gangly girl of seventeen," "It's like lying on one's back and having liquid poured down one's throat," "such a lowly position, worse than being a kitchen-maid," "Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen," "She tells them 'I could no longer live without nursing than you without air' "*). A strong organizational structure is employed with an effective introduction, transitions, a logical order of ideas, and conclusion related to the main idea and purpose. Precise use of language and effective vocabulary from the passage are employed throughout (*"Florence wants more out of life than afternoon teas and embroidery"*). The response is mostly free of convention errors.

## E07.E.1.1 Response Score: 4

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three scene structure of *Mission of Mercy* emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse. She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused on her career. In the end, she is successful and even her family/friends have to admit it. The three scene format is perfect because it shows three different parts of Florence's life: before she becomes a nurse, her time as nurse in war, and right after she comes home from the war.

In the first scene, Florence and her sister Parthenope are talking with their friend Agnes. Two things are obvious in the scene: Florence doesn't want to be a "lady" ("it's like lying on one's back and having liquid poured down one's throat") and she really, really likes to help people who are hurt, like when she helps her cousin's Skinned Knee it says she is "radiant". When her sister and Agnes discuss how



Florence is determined to become a nurse, it sets the stage for the next scene.

In the second scene, Florence is in a hospital ward that she is in charge of in Crimea during the Crimean war. She is finally a nurse, proving that her sister and Agnes were right. She has a conversation with Mary, another nurse, and later, with two doctors. During both conversations, Florence seems totally immersed in her work, even writing letters for her patients at night. Both the other nurse and the doctors say that they are impressed with her abilities. The doctors even admit they were stubborn fools for thinking she was wrong about cleanliness and diet being important. This scene shows clearly how Florence has succeeded as a nurse, and in life.

In the final scene Florence is back with her family in England because the war is over. It is obvious that even though they thought she was crazy before, Florence has earned the respect of her family and friends. Lord Ashworth shows everyone a letter where a soldier says how much Florence



helped him when he was wounded in the war? "What a comfort it was to see her pass." The last thing that happens is Florence tells her sister that even though the war is over she is going to continue being a nurse. This is a good conclusion of the play because it shows just how dedicated Florence Nightingale was. She could have just sat around knowing she helped people in the war but she wanted to keep helping everyone which proves she was a truly dedicated person.

**Annotation:** The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. There is an effective introduction, development, and conclusion that supports the main idea ("The three-scene structure of *Mission of Mercy* emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse"). The student utilizes both explicit and implicit analysis ("she never let go of her dream of becoming a nurse," "She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused...", "she really, really likes to help people who are hurt," "This scene shows clearly how Florence has succeeded as a nurse, and in life," "Florence has earned the respect of her family and friends" and "it shows just how dedicated Florence Nightingale was") to support the main idea. There is effective use of precise language and vocabulary from the text ("it's like lying on one's back and having liquid poured down one's throat", "when she helps her cousin's skinned knee it says she is 'radiant'," "Florence seems totally immersed in her work," and "Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him...") and skillful use of transitions ("Two things are obvious," "it sets the stage for the next scene," "In the final scene"). The response is free of convention errors.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





## E07.E.1.1 Response Score: 4



11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three scene structure of Mission of Mercy allows us to see three different parts of Florence Nightingale's life and how these parts change her over time.

When the drama opens, Florence is a wealthy country girl whose life is full of things she finds boring like needlework and afternoon teas. She is not happy in her life of leisure; she wants more. She tells her sisters "it's just that I'm not made for this sort of life." The opening scene also gives a glimpse of things to come when her cousin falls from a tree and she cares for him. Because of this, she knows she wants to be a nurse and is happy she may have found a way out of her boring life.

By the second scene, there is a war is going on. Florence is working at a hospital for wounded soldiers and is not bored at all. Not only is Florence a great nurse, she has begun teaching others as well. The fact, that she turned a hospital that had "not a towel, nor bit of soap" and didn't even have a kitchen into a well-run place says something about her determination and shows that she was meant for nursing. You can tell by the way she runs things that she is doing what she loves.

After the war, the drama closes and Florence is again not feeling very comfortable at her home. No one recognizes her at first because she's covered her face with a veil and is wearing black cloths. She is showing that she is no longer the bored country girl she was before. Her family gets a letter that tells them how great she was during the war and the family finally understands that Florence was right about her choice.

Over the three parts of the drama we get to see Florence realize her dreams and become what she felt she was meant to be.



**Annotation:** The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. There is an effective introduction, development, and conclusion, each which supports the main idea (that the three scene structure shows the different parts of Florence’s life and how each part changed her). The response includes analysis of both explicit and implicit meanings from the text (“*The opening scene also gives a glimpse of things to come,*” “*that she turned a hospital that had ‘not a towel, nor bit of soap’...into a well-run place says something about her determination and shows that she was meant for nursing,*” “*You can tell by the way she runs things that she is doing what she loves,*” “*the family finally understands that Florence was right about her choice,*” and “*Over the three parts of the drama we get to see Florence realize her dreams and become what she felt she was meant to be*”) to support the main idea. There is effective use of precise language and vocabulary from the text (“*needlework and afternoon teas,*” “*hospital for wounded soldiers,*” “*not a towel, nor bit of soap,*” and “*bored country girl*”). Transition use is sometimes mostly skillful (“*Because of this*” and “*Not only is Florence a great nurse...*”) and sometimes adequate (“*When the drama opens*” and “*By the second scene*”). The response has few convention errors, none of which interfere with meaning.

## E07.E.1.1 Response Score: 3



11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three-scene structure of the drama emphasizes certain characteristics of Florence by showing them in different situations.

In the first scene at home Florence does not feel like she's doing what she wants with her life. She doesn't want to be "presented at court". She wants do something important, because she "feels like a fool" sitting around doing embroidery. When her cousin falls out of a tree, Florence's characteristic of caring is emphasized when she runs to take care of him.

The second scene emphasizes Florence's characteristic of leadership. She is happy as a war nurse at her hospital and is praised by the doctors. One doctor even tells another to let England know what great work she did and how she made a great hospital out of nothing and set up the laundry and fed soldiers good food.

By the end of the play Florence is back at home but is different than she is in the first scene. Her family doesn't even recognize her at first because she looks so different dressed in black. Her characteristic of doing what she wants is emphasized. Her sister says to forget about nursing but Florence says she can't or she would die.

That is how the structure of the drama emphasizes the different characteristics of Florence.

**Annotation:** In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is a clear introduction and conclusion identifying the topic as well as an appropriate organizational structure that supports the focus. The student analyzes explicit and implicit meanings from the text ("*When her cousin falls out of a tree, Florence's characteristic of caring is emphasized,*" "*The second scene emphasizes Florence's characteristic of leadership,*" and "*By the end of the play, Florence is back at home but is different than she is in the first scene*"), and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence. Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text ("*presented at court,*" "*feels like a fool*" and "*set up the laundry*"). Some errors are present in conventions, but they do not interfere with meaning (e.g., missing commas).

## E07.E.1.1 Response Score: 3

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful like becoming a nurse. In the first scene, Florence is talking with her older sister Parthenope and a friend called Agnes. She is complaining about all the stuff she is supposed to be doing like being presented at court, working on her embroidery sampler, and learning things like music and grammar and other languages. Her sister and friend are shocked at her, but she doesn't seem to care what they think. All of a sudden one of Florence's cousins falls out of a tree. She immediately perks up and starts running around getting water and bandages to treat his hurt knee. It's the exact opposite of the way she acted about

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all the "normal" stuff like working on her sampler. That's when Parthenope and Agnes realize that Florence is actually going to become a nurse instead of a lady.

The next scene is during The Crimean War. Florence has become a nurse and is talking with another nurse named Mary. We learn that she is in charge of a hospital ward. She even writes letters for her patients who can't write. All these details show her dedication to her job.

Finally, after the war is over, Florence comes back home to her family. Her family now respects her career choice, unlike before, and they seem happy to see her. But her sister says that now that the war is over, Florence can forget about nursing. Florence says, "I could no longer live without nursing than you without air." The whole play



ends with her saying that,  
 which shows how important  
 nursing is to Florence.

**Annotation:** The response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is a clear introduction and conclusion and an appropriate organizational structure that supports the focus through logical development. Appropriate transitions link ideas. The main idea (*"The three-scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful"*) is supported through analyses of both explicit and implicit meanings from the text (*"It's the exact opposite of the way she acted about all the 'normal' stuff like working on her sampler," "All these details show her dedication to her job," and "Her family now respects her career choice, unlike before"*). There is appropriate use of precise language and vocabulary from the text (*"She immediately perks up and starts running around getting water and bandages to treat his hurt knee," "She even writes letters for her patients who can't write," and "I could no longer live without nursing than you without air"*). The response is mostly free of convention errors.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



## E07.E.1.1 Response Score: 3



11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three-scene structure of the drama allows us to watch Florence Nightingale change from a rich person to a hard working carer for other people.

In the first scene, Florence is frustrated because she doesn't like her upper class life. She says, "oh, it's just that I'm not made for this sort of life." I think she feels that her life should have more meaning because she says "like a fool I sit here sewing verses I don't mean"

In the second scene she is in the role of nurse and she is happy. Her work is fulfilling to her and she is being praised by the doctors at the hospital. Dr. Goodall tells Dr. Hall to inform the people in England of the good work she's done in the war when he says "tell them of the diet kitchen she set up"

When Florence returns to England in Scene 3 she is very different and almost no one recognizes her. She is wearing a veil and black clothes which is symbolic. I think the war changed her, and if the drama continued I think she would eventually become very unhappy and leave so that she can care for others instead of just sitting around sewing.

That is how the three-scene structure of the drama allows us to see Florence Nightingale's characteristics, each scene shows us something different about her personality.

**Annotation:** The response demonstrates sufficient analytic understanding of the text by adequately addressing the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is a clear introduction and conclusion identifying the topic with an appropriate organizational structure that supports the focus. The student analyzes explicit and implicit meanings from the text (“*I think she feels that her life should have more meaning,*” “*Her work is fulfilling to her,*” and “*I think the war changed her...*”), and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence. Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text (“*like a fool I sit here sewing...*,” “*Dr. Goodall tells Dr. Hall to inform the people in England...*” and “*She is wearing a veil and black clothes*”). Some errors are present in conventions, but they do not interfere with meaning (“*carer*” should be *caregiver*, there are two missing periods, a missing comma before “*which is symbolic,*” and a sentence formation issue in the final sentence).

## E07.E.1.1 Response Score: 2

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady. In scene 1 she is talking with her sister Parthelope and her friend Agnes. They want her to do embroidery but Florence thinks it's boring. Pretty soon a cousin named Jerry falls out of a tree and Florence becomes very excited. She runs out quickly to help him which shows the reader that she is going to probably become a nurse. In scene 2 she actually is a nurse in a war. She is giving another nurse advice and even the doctors look up to her. This scene shows that she followed her dream of becoming a nurse. The last scene shows her





coming home after the war is over. Her family is glad to see her but when Parthelope says that she can finally foreget about nursing, Florence says that she can not live without nursing than she could live without air. This shows that she didn't just do it because there was a war she actually really likes the job!

**Annotation:** The response inconsistently addresses the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is some weak analysis (“In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady” and “She runs out quickly to help him which shows the reader that she is going to probably become a nurse”) consisting of basic inferences and evaluations drawn from the text. The development and organizational structure lacks consistency and omits relevant ideas from the passage to support the purpose—the student’s assessment of scene 2 is especially sparse. Introduction and conclusion are both weak. The response contains simple transitions (“In this play...,” “In scene 1...,” “This scene shows,” “The last scene shows”). Conventions errors include spelling (“fiend” for friend, “can not” for cannot, and “foreget” for forget), missing commas, and a usage error (“without nursing than she could live without air”).

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



## E07.E.1.1 Response Score: 2



11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In the drama there are three scenes. Each scene takes place in a different part of Florence's life. In Scene 1 she is frustrated because she doesn't like the easy life of an English lady. She seems much more confident and happy in scene 2 during the war. I think this is because she is finally doing what she wanted to do. In the final scene, we see that she is loved by her family because they are all excited to see her come home. I think she must have grown up a little bit during the war because she cares about others now and is not selfish.

**Annotation:** The response inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text ("*In Scene 1 she is frustrated,*" "*She seems much more confident and happy in scene 2,*" and "*In the final scene, we see that she is loved*"). There is a weak introduction ("*In the drama there are three scenes*") and a conclusion ("*I think she must have grown up a little bit during the war because she cares about others now and is not selfish*"). The response lacks specific relevant details from the text to support the writer's purpose and contains only weak references to the text. There are a few examples of weak analysis ("*she is frustrated because she doesn't like the easy life of an English lady,*" "*She seems much more confident and happy,*" "*she is loved by her family because they are all excited to see her come home,*" and "*she must have grown up a little bit during the war because she cares about others now and is not selfish*") in which the student draws inferences from, or evaluates information in, the text. Simple transitions are utilized throughout the response ("*In Scene 1,*" "*In the final scene*"). The response is free of convention errors.

## E07.E.1.1 Response Score: 1



11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In scene 1 she is a young girl. It says "a gangly girl of seventeen" In scene two she is older because it says 1855 and that is almost twenty years later. She is only a bit older in scene 3 because it is only a year later. (1856). Florence is one of the main characters in the drama. She is in all three scenes.

The author uses setting and dialogue to help us like the characters. The drama begins at Florence's house where she lives with her family. In scene two she is in a war and in scene 3 she is home again only it is a different house.

**Annotation:** The response demonstrates inadequate analytic understanding of the text by minimally addressing the task of analyzing how the three-scene structure emphasizes certain characteristics of Florence ("In scene 1 she is a young girl," "In scene two she is older," and "She is... a bit older in scene 3"). Minimal reference to one of the main ideas is evident (the student focuses on Florence's age), but the response lacks analysis. The introduction and conclusion are minimal, as is the organizational structure. The one or two sentences summarizing each scene indicate a literal or simplistic understanding of the text. There is evidence of some confusion concerning the task; the response addresses setting and dialogue towards the end rather than remaining focused on the three-scene structure. There are some simple transitions to link ideas ("In scene 1," "In scene 2," "only"). The response contains some minor convention errors including a missing period after "a gangly girl of seventeen" and a superfluous period before the date, 1856.

## E07.E.1.1 Response Score: 1

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Florence Nightingale was a nurse in the Crimean war. At first she was just talking with her sisters, (scene 1) but they kept telling her to act like a normal person, but Florence wanted to be a nurse. Then in scene 2 (two) she is a nurse and a good one! I know that because Dr. Hall says that the hospital is in good hands (Florence's). Then in scene three Florence comes back to her home and talks with her sisters again and tells them all about how she loves being a nurse. Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors.

**Annotation:** The response minimally addresses part of the task demonstrating inadequate analytic understanding of the text. There is minimal reference to the main idea and relevant details of the text. Analysis of the text, consisting of one very weak inference ("she is a nurse and a good one! I know that because..."), is insufficient. The response lacks specific, relevant details from the text and is insufficiently developed. Organization is minimal and includes a simplistic introduction ("Florence Nightingale was a nurse in the Crimean war") and conclusion ("Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors"). There is little use of precise language, and sentences are generally either simple ("Then in scene 2 (two) she is a nurse and a good one!") or awkward (e.g., the concluding sentence). The response contains errors in capitalization (Nightingale, she, Hall, war), spelling ("beng"), punctuation ("Dr" and "Florences"), and usage ("she is loves"). Errors sometimes interfere with meaning.



**PASSAGE 2**

The next four passages are editorials about bake sales. Read the first passage and answer question 12. Then, read the second passage and answer questions 13–14. Then, read the third passage and answer questions 15–16. Then, read the fourth passage and answer questions 17–20.

## Making Statements, Not Pastries

by Helen Zoe Veit

Few things sound more wholesome than a bake sale. When they work, bake sales are tasty, fun and modestly profitable. When they work well, they can build community. It's little wonder that they are the darlings of P.T.A.'s and community groups around the country.

Although they sound as American as apple pie, bake sales aren't timeless. It was only during the 20th century that they came into their own as the fund-raiser of the people. And bake sales became popular only because people liked them.

If people are participating less avidly now, it may be because they no longer fit into people's lives or people's visions of themselves. When culture changes, so do cultural institutions.

Deteriorating quality of bake sales might seem like one more sign of the decline of American cooking, but I suspect that that's not always the case. A weak showing at the bake sale doesn't necessarily speak to parents' ability to produce wholesome food at home.

Indeed, while reselling a baggie full of Oreos may be tacky, that visible lack of effort may be intentional. Bucking the made-from-scratch expectations is one way of saying those expectations are too high.

For some parents—and perhaps especially for mothers, on whom those expectations tend to fall most heavily—it's a badge of honor to deviate from the paths laid by super-parents of generations past and present. If skipping a bake sale altogether is not an option, half-hearted participation may be a way of saying that there are other ways to raise money—and other ways to be a good parent, for that matter.

Maybe these parents would rather be home, cooking dinner with their families.

**MULTIPLE-CHOICE QUESTION****E07.B-V.4.1.2**

12. Read the sentence from “Making Statements, Not Pastries.”

“Although they sound as American as apple pie, bake sales aren’t timeless.”

What does the simile “as American as apple pie” suggest?

- \* A. Bake sales are a tradition in the country.
- B. Bake sales usually sell fruit pies.
- C. Bake sales can make profits for the country.
- D. Bake sales are popular at schools.

The student is asked to interpret the meaning of a given simile. Option A is the correct answer since the phrase “*as American as apple pie*” suggests that bake sales are a long-established practice. Option B is not supported by information in the passage. Options C and D reflect a misinterpretation of the figurative language.

## Spending Without Showing Off

by Meagan Francis

As a busy working mother of five, I'm all about shortcuts. I consider myself close friends with Boxed Brownie Mix and occasionally hang out with her less-ambitious brother, Slice-and-Bake Cookie Dough.

But something bothers me about conspicuously store-bought goods on a bake-sale table. I don't want to begrudge a busy mom who makes an emergency grocery run for some last-minute Chips Deluxe, but somehow, showing up with a platter of cake pops from a tony bakery feels more like showing off than taking it easy.

At the end of the day, most bake sales don't bring in big bucks. Most likely the P.T.A. would be better off if you just handed them a \$20 bill. When we choose to contribute to a bake sale, we're not just doing it for the money but in order to share our time and have fun. There's no point in participating only out of obligation, and there's no fun in overshadowing a fellow mom's homemade efforts with pricey treats.

If you've got money to burn and no interest in baking, write a check. Or use it to buy up everyone else's homemade goods. I bet you'll earn more points with other moms that way—and the organization will probably come out ahead, too.

**MULTIPLE-CHOICE QUESTIONS****E07.B-C.2.1.3**

13. Read the sentence from “Spending Without Showing Off.”

“I consider myself close friends with Boxed Brownie Mix and occasionally hang out with her less-ambitious brother, Slice-and-Bake Cookie Dough.”

How does the author use figurative language in the phrase “close friends with Boxed Brownie Mix”?

- A. to reveal that her friend sometimes asks her to help with bake sales
- B. to indicate that Boxed Brownie Mix can be used to make cookies
- C. to illustrate that her friend has an unusual nickname
- \* D. to suggest that she uses Boxed Brownie Mix frequently

The student is asked to determine how the author uses figurative language in a given sentence from the passage. Option D is the correct answer since “*close friends*” suggests that the author uses Boxed Brownie Mix often enough to consider it a “friend.” Options A and C reflect a misinterpretation of the figurative language. Option B reflects a misreading of details in the sentence.

**E07.B-V.4.1.1**

14. In “Spending Without Showing Off,” what does the word conspicuously mean as used in the passage?

- A. angrily
- B. wisely
- \* C. obviously
- D. reluctantly

The student is asked to determine the meaning of the word “*conspicuously*” using context clues. Option C is the correct answer. In the passage, the phrases “*store-bought*,” “*on a bake-sale table*,” “*showing up with a platter of cake pops*,” and “*like showing off*” suggest that “*conspicuously*” is related to “*obviously*.” Options A, B, and D are not the meanings of the given word and are not supported by context clues in the passage.



## What Exactly Is the Goal?

by LaShanda Henry

My son's father spends more time in the kitchen than I do, so I must confess that I would rather run and pick up a box of muffins for my son's class than put on an apron. That being said, do I think it's a problem if parents are bringing store-bought goods to school bake sales? Yes and no. It depends on whether the fund-raiser is really about raising funds.

If raising money is the goal, parents should be allowed to help out in any way they can. For those who are too busy to bake, buying goods should be an acceptable option. Now, if school bake sales mean more to us than simple fund-raising opportunities, the question is more complicated.

As a busy mom I see both sides, but Dad's automatic response to this phenomenon was: "Don't bite off more than you can chew! If you can't commit to the task of actually baking and participating, don't agree to participate." He went on to say that bake sales are not simply about sales, but about building pride in one's school and teaching our children the value of hard work. He asked: "If your child couldn't do his homework, would you have someone else do it for him? Buying goods is the easy way out."

I thought about his response as I imagined those times my son and I were in the kitchen bonding while baking a cake. I think what should matter most in any activity we do with our children is the time we spend together, the memories we create, and the lessons our children learn from these experiences and take with them into adulthood. While I can identify with those who argue they don't have "time to bake," I could see why parents would resist store-bought goods as this takes away from our "time to bond."

Last but not least, my son loves when he sees me volunteering at his school. Hands-on participation in your child's education is something they will always remember.

**MULTIPLE-CHOICE QUESTIONS****E07.B-C.2.1.2**

15. Read the sentence from “What Exactly Is the Goal?”

“ ‘If your child couldn’t do his homework, would you have someone else do it for him?’ ”

How does this question from the father contribute to the passage?

- A. It shows why the author thinks homework is more important than a bake sale.
- \* B. It shows why the author considers the lessons learned from shared experiences.
- C. It shows why the author believes children should do their own homework.
- D. It shows disagreement between the author and her son’s father regarding their son’s education.

The student is asked to determine how the given sentence contributes to the passage. Option B is the correct answer since the author includes reasons for participating in a bake sale as being able to teach children certain values. Options A and D are incorrect since it reflects a misreading of the passage. Option C is incorrect since it reflects a misinterpretation of the given sentence.

**E07.B-K.1.1.1**

16. Which sentence from “What Exactly Is the Goal?” supports the inference that early memories carry into adulthood?

- A. “If raising money is the goal, parents should be allowed to help out in any way . . .”
- B. “ ‘If you can’t commit to the task of actually baking and participating, don’t agree to participate.’ ”
- C. “He went on to say that bake sales are not simply about sales, but about building pride in one’s school . . .”
- \* D. “Hands-on participation in your child’s education is something they will always remember.”

The student is asked to identify the sentence from the passage that supports the given inference. Option D is the correct answer since “*something they will always remember*” refers to memories carrying into adulthood. Options A and B do not relate to memories. Option C relates to building a certain value.

## Have a Farm Stand Instead

by Wendy Sachs

The school bake sale, where moms would whip up Bundt cakes and magic bars as a badge to their culinary skills and commitment to their kids, is as retro as a tuna casserole. Announce to a roomful of moms at back-to-school night that there will be a bake sale fund-raiser, and you can hear the collective groan. The pressure to whip up a homemade dessert can put overstressed working moms over the top. It's time to cut moms some slack. Slice and bake cookies taste just fine and repurposing a store-bought carton of cupcakes is no crime.

But it may be time to toss out the bake sale fund-raiser not because today's moms don't know how to bake or never mastered home economics, but because America's kids don't need to eat any more sweets. We're an over-stuffed nation of over-snacked kids. Raising funds from blondies and brownies rarely moves the needle for the P.T.A. budget, but it does tip the scale for our kids.

Maybe a farm-to-table fund-raiser is more socially correct. Co-op organic gardens could be the new trend with schools planting their gardens and selling the produce to the community. Is this labor intensive? Absolutely. But it's also hands-on learning. Teaching kids how to grow arugula and make salad makes more sense and is surprisingly more satisfying than baking cookies—just ask Michelle Obama. And if that doesn't help bring in the much needed school funds, writing a check to the P.T.A. is always a good option.

**MULTIPLE-CHOICE QUESTION****E07.B-C.3.1.1**

17. Based on “Have a Farm Stand Instead,” which sentence **best** evaluates the evidence for the claim that a farm-to-table sale is “more socially correct” than a bake sale?
- A. The evidence is irrelevant because it takes the focus away from money and sweet desserts.
  - B. The evidence is irrelevant because it refers to out-of-date foods like Bundt cake and tuna casserole.
  - \* C. The evidence is relevant because it promotes hands-on learning and healthier eating.
  - D. The evidence is relevant because it is supported by the P.T.A.

The student is asked to evaluate the evidence for a given claim. Option C is the correct answer since “*hands-on learning and healthier eating*” represent ideas that are current trends. Options A and B are incorrect since they do not support the given claim. Option D is incorrect since there is no evidence that the P.T.A. supports the given claim.

**EVIDENCE-BASED SELECTED-RESPONSE QUESTION****E07.B-C.2.1.1**

18. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

How does the author of “Have a Farm Stand Instead” distinguish her position?

- \* A. She claims that selling vegetables as a fund-raiser would be healthier and more fulfilling than a bake sale.
- B. She claims that homemade desserts are healthier and tastier than store-bought treats available at a bake sale.
- C. She claims that selling fresh vegetables would make more money for a school than a bake sale.
- D. She claims that parents enjoy gardening outside more than cooking in a kitchen for a bake sale.

**Part Two**

Which sentences from the passage support the answer in Part One? Choose **two** answers.

- A. “The pressure to whip up a homemade dessert can put overstressed working moms over the top.”
- B. “Slice and bake cookies taste just fine and repurposing a store-bought carton of cupcakes is no crime.”
- \* C. “Raising funds from blondies and brownies rarely moves the needle for the P.T.A. budget, but it does tip the scale for our kids.”
- \* D. “Teaching kids how to grow arugula and make salad makes more sense and is surprisingly more satisfying than baking cookies—just ask Michelle Obama.”
- E. “And if that doesn’t help bring in the much needed school funds, writing a check to the P.T.A. is always a good option.”

The student is asked to determine how the author of the passage distinguishes her position and to select two sentences from the passage that support the position.

**Part One:** Option A is the correct answer since the author mentions that “*America’s kids don’t need to eat any more sweets*” and “*teaching kids how to grow arugula and make salad . . . is surprisingly more satisfying than baking cookies.*” Options B, C, and D are not supported by information in the passage.

**Part Two:** Option C is correct since it implies that kids are becoming heavier due to eating too many sugary snacks. Option D is correct since it says that “*making salad is more satisfying than baking cookies.*” Options A, B, and E do not support the correct claim in Part One.

**MULTIPLE-CHOICE QUESTIONS****E07.B-C.3.1.2**

19. Which sentence accurately explains how “Making Statements, Not Pastries” presents a different interpretation of bake sales than “Spending Without Showing Off”?
- \* A. It suggests that some parents bring store-bought goods to show their disagreement with bake sales, while “Spending Without Showing Off” suggests that some store-bought goods are used to make parents look superior.
  - B. It suggests that schools have bake sales to build relationships in the community, while “Spending Without Showing Off” suggests that bake sales should create good profits for schools.
  - C. It suggests that schools could find other ways to raise money other than bake sales, while “Spending Without Showing Off” suggests that bake sales are a tradition that should continue in the future.
  - D. It suggests that parents who bring store-bought goods show a lack of effort, while “Spending Without Showing Off” suggests that parents who bring store-bought goods miss out on the fun of baking at home.

The student is asked to compare two passages on their interpretation of bake sales. Option A is the correct answer. The author of “Making Statements, Not Pastries” interprets some parents’ use of store-bought items at bake sales as being a way of protesting against the traditional cultural value of baking. The author of “Spending Without Showing Off” interprets this use as an attempt of some parents to appear better than other parents. Options B, C, and D are not supported by information in the passages.

## E07.B-C.3.1.2

20. Which idea is presented in “Have a Farm Stand Instead” but is **not** presented in the other three passages?
- A. Cookies bought from stores are acceptable for bake sales.
  - \* B. Food sold at bake sales is unhealthy for children.
  - C. Schools sometimes depend on money earned from bake sales.
  - D. Bake sales are unpopular ideas with some parents.

The student is asked to contrast information in the four passages. Option B is the correct answer since “Have a Farm Stand Instead” is the only passage which focuses on the health of today’s children. Options A, C, and D are not supported by the information in the passage.



## PASSAGE 3

Read the following letter written by First Lady Abigail Adams. Then answer questions 21–29.

## Letter to Her Daughter from the New White House

by Abigail Adams

*John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria<sup>1</sup>, is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President's salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues<sup>2</sup> is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and

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<sup>1</sup> Alexandria—a city in northern Virginia

<sup>2</sup> agues—chills or shivering

cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.

You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished, and all withinside, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.

Since I sat down to write, I have been called down to a servant from Mount Vernon<sup>3</sup>, with a billet<sup>4</sup> from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington's love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.

Affectionately, your mother

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<sup>3</sup> Mount Vernon—George Washington's home

<sup>4</sup> billet—note

**MULTIPLE-CHOICE QUESTIONS****E07.B-V.4.1.1**

21. What is the meaning of the word extricate as used in the letter?

- \* A. rescue
- B. assure
- C. salute
- D. command

The student is asked to determine the meaning of the word "extricate." Option A is the correct answer. Such phrases as "losing ourselves," "wandered two hours without finding a guide or the path," "engaged him as a guide," and "out of our difficulty" suggest that author was in trouble and needed help. Therefore, the word "rescue" relates to being helped out of a difficult situation. Options B, C, and D are not the correct meanings of "extricate" and do not make sense in the context.

## E07.B-K.1.1.1

22. Read the excerpts from the letter.

“In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them.”

“. . . but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it?”

Which inference about Washington, D.C., is **most** strongly supported by the excerpts?

- A. Although Washington, D.C., began as a small town, it grew quickly until it became an elegant city in 1800.
- \* B. In its early days, Washington, D.C., was a challenging area for people to live in.
- C. In its early days, Washington, D.C., was too remote to attract many residents.
- D. Although Washington, D.C., was the location of the government, few people wanted to live there permanently.

The student is asked to determine the correct inference based on given sentences from the letter. Option B is the correct answer. The phrases “*scattered as they are*,” “*no great comfort*,” and “*wood is not to be had*” all suggest that living in Washington, D.C., at this time was difficult. Option A is not supported by the sentences. Option C is incorrect; although the sentences state that people cannot be found to cut the wood, the sentences do not imply that the city was remote. Option D is incorrect; although the sentences state that people cannot be found to cut wood, the sentences do not imply that few people wanted to live there permanently.

## E07.B-K.1.1.1

23. Read the sentences from the passage.

“To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain.”

“We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in.”

Which inference about Abigail Adams is **most** strongly supported by the sentences?

- A. Because Adams knew that it was an honor to live in the new house, she felt disappointed in the workers for not making more progress on the house.
- B. Although Adams was overwhelmed by the amount of work that the household required, she did not want her daughter to worry.
- C. Because Adams felt embarrassed about the problems in the household, she did not want her daughter to share certain details.
- \* D. Although Adams was distressed by conditions in her new home, she was determined to overcome challenges.

The student is asked to make an inference about Abigail Adams based on the given sentences. Option D is the correct answer. The sentences outline numerous challenges such as a lack of bells, a fence, and a yard; yet, Adams states one solution of using the audience room as a place to dry clothing. Options A, B, and C are not supported by the given sentences.

## E07.B-V.4.1.2

24. Read the sentence from the letter.

“But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased.”

Which word is a synonym for design as it is used in the letter?

- A. admit
- B. yearn
- \* C. intend
- D. pretend

The student is asked to identify a synonym for the word “*design*.” Option C is the correct answer. The sentence gives a cause and effect relationship; if Adams is given bells and wood, she will then be happy. Therefore, “*intend*” is the synonym for “*design*.” Options A, B, and D are not synonyms for “*design*.”

## E07.B-C.2.1.2

25. What is the main way the last paragraph contributes to the development of ideas in the letter?

- \* A. It suggests that friendships were a source of comfort for Abigail Adams.
- B. It shows how the residents of Washington, D.C., entertained themselves.
- C. It suggests that Washington, D.C., was a small community.
- D. It shows the privileged social position of Abigail Adams.

The student is asked to determine how the last paragraph contributes to the development of ideas in the letter. Option A is the correct answer since the last paragraph describes how Adams receives a note, a gift of food, and an invitation from Mrs. Washington; all of these items relate to people offering their friendship to Abigail Adams. Options B, C, and D are incorrect since they do not develop the idea of how Adams is comforted during her challenging move to Washington, D.C.

## E07.B-C.2.1.1

26. Which quotation from the passage **best** illustrates the author’s point of view on her circumstances?
- A. “It is a very handsome room now . . .”
  - B. “Yesterday I returned fifteen visits . . .”
  - \* C. “I could content myself almost anywhere three months . . .”
  - D. “Since I sat down to write, I have been called down to a servant . . .”

The student is asked to identify the author’s point of view about her circumstances. Option C is the correct answer since it shows how Adams maintains a positive attitude throughout the challenges she faces when moving to Washington, D.C. Options A, B, and D do not show the author’s positive attitude despite challenges.

## E07.B-K.1.1.2

27. Which sentences accurately summarize the letter without including the reader's personal opinions?
- A. In the letter, Abigail Adams describes the long journey from Baltimore to Washington, D.C., in 1800. Although the travelers become lost in the woods outside of Baltimore, they eventually find the right way. Washington, D.C., and the White House are disappointing to Adams because they lack many conveniences. However, Adams admires the natural beauty of the area and thinks that living there will be enjoyable.
  - \* B. In the letter, Abigail Adams describes some first impressions of the White House and of Washington, D.C. When Adams arrives in Washington, D.C., in 1800, the city is still developing, and the White House has not been completed. Adams finds it difficult to set up a household and describes the challenges faced. However, Adams tries to be optimistic that the situation will improve.
  - C. The letter describes Abigail Adams's first reactions to the White House and to Washington, D.C. In 1800, Washington, D.C., was still being built, and the White House was not even fully completed, which is difficult to imagine now. Adams tries to set up a household, but shortages of goods and labor make that difficult. Adams does admit that the situation may improve, though.
  - D. The letter describes Abigail Adams's struggle to adjust to life in the White House and in Washington, D.C. In 1800, Washington, D.C., was a very young town compared to other places in America. Adams remarks that many important items are missing from the White House and that some of its rooms are unfurnished. However, she enjoys making social visits and meeting guests at the White House.

The student is asked to determine the best objective summary of the letter. Option B is the correct answer since it includes key events of what Abigail Adams finds when she moves to Washington, D.C., along with her stated beliefs about her circumstances; Option B is free of personal opinions. Option A is incorrect since it contains minor details that should not be included in a summary. Option C is incorrect since it contains minor details and personal opinions. Option D is incorrect since it contains minor details and erroneous information.



**EVIDENCE-BASED SELECTED-RESPONSE QUESTION****E07.B-C.3.1.1**

28. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is one claim that Abigail Adams makes about the White House in her letter?

- A. The house is completed.
- B. The house is heated with coal.
- \* C. The house is quite large.
- D. The house is lit by candles.

**Part Two**

Which evidence from the letter **best** supports the answer in Part One? Choose **one** answer.

- \* A. the number of servants who are needed to work in the house
- B. the description of the view from an upstairs window in the house
- C. the details about how the rooms in the house will be furnished
- D. the fact that the walls in the house were only recently finished

The student is asked to identify one claim that Abigail Adams makes about the White House in her letter and to select one sentence from the letter that supports that claim.

**Part One:** Option C is the correct answer. Such references to the White House as “*grand and superb*,” “*an establishment very well proportioned to the President’s salary*,” and “*great castle*” all suggest that the structure is large. Options A, B, and D are not supported by information in the letter.

**Part Two:** Option A is the correct answer. Adams states in the letter that the house requires “*about thirty servants to attend and keep the apartments in proper order*.” Options B, C, and D do not support the correct claim in Part One.

**TEXT-DEPENDENT ANALYSIS QUESTION****E07.E.1.1**

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

## Writer's Checklist for the Text-Dependent Analysis Question

### PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

### PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

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**TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE**

**Item #29**

**Assessment Anchor:**

E07.E.1–Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E07.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

**TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES****E07.E.1.1 Response Score: 4**

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Even though Mrs. Adams is not impressed with Washington or the white house, she does not want anyone to know anything negative about it because it stands for our country and she realizes that it will take time for the new capital to take shape. She does not want her daughter to let people know about the “dirty laundry” and I don’t mean the clothes she hangs to dry in that one room.

She begins the letter by telling of their travel to Washington from Baltimore and getting lost on the Frederick Road, wandering through the woods for two hours and then being disappointed by the city of Washington when she writes, “...until you reach the city, which is only so in name.” She is hinting to her daughter that Washington was not much of a city yet by then because what buildings are there are “scattered.”

It’s not all bad though. She tells her daughter of the view of the river out her window and watching the ships go by. When she writes about the house, she says, “The house is on a grand and superb scale...” and is “an establishment very well proportioned to the President’s salary.” So, she sees the potential of how nice the house and the city will be eventually like when she says, “If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased.” She says this because she is unhappy that there are no bells to summon servants and cannot believe that wood is so hard to come by for heating the White House. It is not because there isn’t any wood (she says they are surrounded by forest), it is because there is not enough people who will cut it and then cart it to the White House.

It’s a lot like my Gammy used to say, “You bear up to it and put on a brave face.” Even though she is not really impressed with the White House or it’s surroundings so far, she wants to be sure that the country thinks that the new white house is grand and beautiful and that it is a symbol that stands for our country. The good news is that she knows that once things get in better order the White House will become what it was intended to be: a symbol of power and the position of the President.



Even though she may not be happiest about moving from Milton to Washington, I think she wants to make the best of it and sees the potential in the White House and the city of Washington.

**Annotation:** In this response, the student demonstrates an in-depth analytic understanding of the text by effectively analyzing how Adams responds to her new surroundings (*“Even though Mrs. Adams is not impressed with Washington or the white house, she does not want anyone to know anything negative about it”*). The student analyzes explicit and implicit meanings from the text (*“She is hinting to her daughter that Washington was not much of a city yet,” “she sees the potential of how nice the house and the city will be eventually,”* and *“she wants to be sure that the country thinks that the new white house is grand and beautiful and that it is a symbol that stands for our country”*), effectively supporting the student’s main point (that Mrs. Adams does not want to the country to think poorly of the White House or the new capitol). Substantial, accurate, and direct reference to the text supports the writer’s purpose (*“she writes, ‘...until you reach the city, which is only so in name,’ “an establishment very well proportioned to the President’s salary,”* and *“If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased”*). The student employs a strong organizational structure that effectively supports the focus and ideas. This structure includes an effective introduction, skillful transitions, and an effective conclusion identifying a controlling idea. The response contains a few convention errors in usage (verb tense and the wrong form of *“its”*), and there are some issues with sentence formation. Errors/issues do not interfere with meaning.

## E07.E.1.1 Response Score: 4

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

IT APPEARS TO ME THAT ABIGAIL ADAMS HAD MIXED FEELINGS ABOUT HER NEW HOME IN WASHINGTON. ON ONE HAND, SHE SAW THAT HER HOME, THE WHITE HOUSE, AND THE CITY OF WASHINGTON, WERE BOTH UNFINISHED. SHE TELLS TO HER DAUGHTER THAT WASHINGTON IS BASICALLY NOT A REAL CITY YET. ALSO, THE HOUSE WAS UNFINISHED. THE PRINCIPAL STAIRS WERE NOT UP AND THE GREAT AUDIENCE ROOM WAS BEING USED AS A DRYING ROOM. PLUS, SHE FELT THAT THE WOODS SURROUNDING THE WHITE HOUSE WERE WILD AND LACKED ORDER. ALL OF THESE ISSUES CONTRIBUTED TO THE FACT THAT SHE WAS UNHAPPY WITH MANY THINGS ABOUT HER NEW HOME.

ALONG WITH THE NEGATIVE FEELINGS SHE HAD ABOUT HER NEW HOME SHE ALSO WAS ABLE TO SEE THAT THE WHITE HOUSE AND ITS SURROUNDINGS HAD GREAT POTENTIAL. "IT IS A BEAUTIFUL SPOT, CAPABLE OF EVERY IMPROVEMENT, AND THE MORE I VIEW IT, THE MORE I AM DELIGHTED WITH IT." SHE ALSO THOUGHT THAT THE FINISHED ROOMS IN THE WHITE HOUSE WOULD BE BEAUTIFUL WHEN COMPLETED. SO, EVEN THOUGH SHE SHARED MANY PROBLEMS WITH HER DAUGHTER, SHE WAS STILL ABLE TO SEE THE SILVER LINING IN THE UNFINISHED WHITE HOUSE AND CITY OF WASHINGTON D.C.

THE FACT THAT SHE WAS BOTH IMPRESSED AND DISAPPOINTED WITH HER



NEW SURROUNDINGS SEEMS TO ME TO BE VERY NORMAL. NOTHING IS PERFECT AND PEOPLE WHO ARE ABLE TO ACKNOWLEDGE THAT ARE MUCH BETTER OFF THAN PEOPLE WHO SEE ONLY EXTREME GOOD OR BAD IN THINGS.

ABIGAIL ADAMS WAS THE FIRST LADY TO LIVE IN THE WHITE HOUSE AND SO IT WAS VERY IMPORTANT FOR HER TO BE POSITIVE TO THE WORLD ABOUT THE FUTURE SEAT OF THE U.S. GOVERNMENT. SHE WARNED HER DAUGHTER NOT TO SHARE THE COMPLAINTS SHE VOICED IN THE LETTER TO OTHERS, AND TOLD HER TO REPORT, IF ASKED, THAT THE WHITE HOUSE WAS "BEAUTIFUL" SO, ABIGAIL ADAMS HAD MIXED FEELINGS ABOUT HER NEW HOME IN WASHINGTON, BUT SHE UNDERSTOOD THAT THE WHITE HOUSE WAS NOT HER HOME ALONE. IT BELONGED TO THE UNITED STATES OF AMERICA AND SHE NEEDED TO HAVE A GOOD ATTITUDE ABOUT IT FOR HER COUNTRY.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



**Annotation:** In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“*All of these issues contributed to the fact that she was unhappy with many things about her new home,*” “*she also was able to see that the White House and its surroundings had great potential,*” “*even though she saw and shared many problems with her daughter, she was still able to see the silver lining in the unfinished White House and city of Washington D.C.,*” and “*it was very important for her to be positive to the world about the future seat of the government*”), effectively supporting the student’s main point (that Mrs. Adams had mixed feelings about her new home in Washington). Substantial, accurate, and direct reference to the text supports the writer’s purpose (“*She tells to her daughter that Washington is basically not a real city yet,*” “*It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it,*” and “*She warned her daughter not to share the complaints she voiced in the letter to others, and told her to report, if asked, that the White House was ‘beautiful’*”). The student employs a strong organizational structure that effectively supports the focus and ideas, including an engaging introduction, skillful transitions, and a conclusion. The response contains few, if any, convention errors.

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## E07.E.1.1 Response Score: 4



29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams understands what the White House and the city of Washington can and will mean to America. While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively.

She tells her daughter of her rough travel to the new capital: they got lost along the way and were desperate until “a straggling man came up with us and we engaged him as a guide.” Once in the city, she sees what can become of the unfinished place. She says there are “buildings enough for congress and all they do but that they are scattered.”

Her response to the White House is that she is impressed with its “grand and superb scale”, but that the house is cold and she worries people might get sick for lack of fires. The lack of fires is due to the lack of firewood in the area and that it is expensive to have it brought to the city.

The biggest concern Mrs. Adams has is that she wants to be sure that her daughter does not convey her negative impressions about the place and only tout the good about it. She does this because she believes the young country and new capital should be perceived as legitimate and strong. She tells her daughter to keep her mother’s feelings to herself and tells her, “say that I write you the situation is beautiful.” This supports her feelings of making the best of it and protecting the reputation of the young capital.

All in all, Mrs. Adams knows it is important that the world perceive Washington in a good and positive light.

**Annotation:** This response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. Thorough analysis of explicit and implicit meanings from the text ("*she sees what can become of the unfinished place,*" "*she worries people might get sick for lack of fires,*" "*she wants to be sure that her daughter does not convey her negative impressions,*" and "*She does this because she believes the young country and new capital should be perceived as legitimate and strong*") support the writer's central idea ("*While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively*"). There is substantial and direct reference to the text using relevant details and examples ("*they got lost along the way and were desperate until 'a stragglng man came up with us and we engaged him as a guide,'*" "*She says there are 'buildings enough for congress and all they do but that they are scattered.'*" "*The lack of fires is due to the lack of firewood in the area...*" and "*She tells her daughter to keep her mother's feelings to herself*") to support the writer's purpose. The organizational structure of the response is strong and transitions link ideas. The response is relatively free of conventions errors; however, errors do not interfere with meaning.

## E07.E.1.1 Response Score: 3



29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams regrets moving a little and misses New England because she doesn't think as highly of Washington as she does Milton or Baltimore but she doesn't want anyone to know that even though her feelings change in the end.

Two of her biggest complaints are that the city seems only half finished and the cold combined with lack of firewood. Mrs. Adams worries that she will not like living in an unfinished house, but I think she knows Washington will eventually be like her hometown of Milton which she thinks very highly of.

She writes to her daughter that her fear is of getting sick from the cold and that firewood is expensive because it has to be brought to the city. This only makes her want to go back to Milton more.

Mrs. Adams tells her daughter not to tell anyone what she has said about Washington because she is the First Lady and she knows part of her role is to give a positive impression of the new capitol. She writes that her daughter should "say that I write you the situation is beautiful." She doesn't want people to get a bad impression of Washington.

However, in the end Mrs. Adams feelings change slightly as she begins to see the potential of the place. She writes that "It is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it."

In conclusion, though she misses New England, she feels she can grow to love Washington.



**Annotation:** In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is clear analysis of the text ("*she doesn't want anyone to know that even though her feelings change in the end,*" "*Mrs. Adams worries that she will not like living in an unfinished house, but I think she knows Washington will eventually be like her hometown of Milton which she thinks very highly of,*" "*This only makes her want to go back to Milton more,*" "*she knows part of her role is to give a positive impression of the new capitol,*" and "*in the end Mrs. Adams feelings change slightly as she begins to see the potential of the place*"). Sufficient reference to the relevant details of the text ("*the city seems only half finished and the cold combined with lack of firewood,*" "*She writes to her daughter that her fear is of getting sick from the cold and that firewood is expensive because it has to be brought to the city,*" "*She writes that her daughter should 'say that I write you the situation is beautiful,'*" and "*'It is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it'* ") supports the writer's focus. There are a few errors present in punctuation and spelling ("*potenchal*" for *potential*); however, they seldom interfere with meaning.

## E07.E.1.1 Response Score: 3

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Abigail Adams is very concerned about the conditions of her new home. There are many things that she is not happy about. For example, the house is unfinished. There are many things that are not completed. There is no fence or yard and she turned the great unfinished audience room into a room to hang up clothes in. They must not have driers to put their clothes in at this time.

In addition to that there is a problem with getting wood to keep the fires going in order to keep the house warm. She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it. That is a great inconvenience to her because that is how they keep the house warm. At this time warming yourself by the fire was not a luxury, but a necessity in order to keep warm and not get the sniffles.

Even though Mrs. Adams was unhappy with many aspects of her new home she also is able to see that maybe it would improve later because she said, "but when completed



It will be beautiful," and she said,  
"the more I view it, the more I am delighted  
with it."

So, Abigail Adams was both happy and  
unhappy with her new home, but  
knows it will be better in the future.

**Annotation:** In this response, the student adequately addresses the task of analyzing how Adams responds to her new surroundings, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("Abigail Adams is very concerned about the conditions of her new home," "She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it," "warming yourself by the fire was not a luxury, but a necessity," "she also is able to see that maybe it would improve later," and "Abigail Adams was both happy and unhappy with her new home, but knows it will be better in the future") to support ideas and claims. Direct reference to the text is provided ("she turned the great unfinished audience room into a room to hang up clothes in," "she said, 'but when completed it will be beautiful,'" and "the more I view it, the more I am delighted with it"), including relevant details and examples. The student employs an appropriate organizational structure, and transitions are used appropriately to link ideas. The response is mostly free of convention errors; however, the student consistently misspells Mrs. Adams's first name.



## E07.E.1.1 Response Score: 3



29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams responds not very well to her new surroundings. I think maybe she regrets moving a little because she talks about how much better it is in New England and that if they were there everything would be done already instead of only half finished. For example, she says that the main staircase is not done and won't be until next spring. In the letter she tells her daughter "The principle stairs are not up and will not be this winter."

Which is kinda weird because the whole country was like that then. Pretty much everyone outside of New York City lived in a shack or a cabin and had to cut firewood and had floors made out of dirt. The fact that the white house had a staircase in it (although not finished as she points out toward the end of the letter) should say something. It means it had a second floor which most people did not have.

She may also be worried that she cannot live in such an unfinished house because she talks a lot about how it is better in New England, and I think she thinks that if the White House was their instead it would be done by now. When talking about Georgetown, she writes that compared to it "our Milton is beautiful."

Though she doesn't think much of it yet, I think she knows Washington will eventually be like her hometown of Milton which she thinks is beautiful and sophisticated. Mostly, she doesn't want her daughter to tell anyone because maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression of the place. That is how Mrs. Adams responds moving to the White House.

**Annotation:** The response demonstrates sufficient analytic understanding of the text and adequately analyzes how Adams responds to her new surroundings. The student analyzes explicit and implicit meanings from the text to support the main idea (*"I think maybe she regrets moving a little..."*, *"She may also be worried that she cannot live in such an unfinished house,"* *"I think she thinks that if the White House was their instead it would be done by now,"* and *"maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression"*). Direct reference to the text is provided in support of the main idea (*"she says that the main staircase is not done and won't be until next spring"* and *"she writes that compared to it 'our Milton is beautiful'"*). The response features an appropriate organizational structure with a clear, if somewhat basic, introduction and conclusion and appropriate transitions (*"For example,"* *"When talking about Georgetown,"* and *"Mostly"*) employed throughout. The response has some convention errors (there are issues with some of the sentences as well as two usage errors: *"kinda"* for kind of, and *"their"* for there). None of the errors present interfere with meaning.

## E07.E.1.1 Response Score: 2

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

In Letter to Her Daughter from the New White House, by Abigail Adams, Mrs. Adams writes a letter to her daughter and tells her how she is worried about her new home. She tells her about getting lost in the woods and about how there are no bells in the whole house and about being secure from the daily agues (shivering), and about how nothing is finished. No apartment has been finished. She tells her daughter to keep all that to herself and to say that it is beautiful if anyone asks her about it because she doesn't want people to know what it is like (not that great.)

She also tells her that Mrs. Washington invited her to visit Mount Vernon. Mount Vernon is George Washington's home. That is what Abigail Adams tells her daughter about her new home.



**Annotation:** In this response, the student inconsistently addresses the task of analyzing how Adams responds to her new surroundings, demonstrating partial analytic understanding of the text. There is some weak analysis of explicit and implicit meanings from the text ("*she is worried about her new home*" and "*she doesn't want people to know what it is like (not that great)*") consisting mostly of inferences concerning Adams's feelings surrounding the White House. The response has only vague reference to the text, mostly in the form of paraphrased descriptions of the White House ("*there are no bells in the whole house*" and "*No apartment has been finished*"). There is weak reference to other relevant details ("*She tells her about getting lost in the woods*" and "*...being secure from the daily agues (shivering)*"). The response has a weak organizational structure that relies on logical progression of ideas. There is a simplistic introduction, few transitions to link ideas, and no discernible conclusion. There is little use of precise language and few examples of vocabulary drawn from the text ("*agues*" and "*Mount Vernon*"). The response contains few conventions errors; however, the second sentence of the response is over-coordinated. This is an example of a lower 2.

## E07.E.1.1 Response Score: 2



29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams writes to tell her daughter about all the bad things that happened on the way and how bad the white house is but then tells her daughter not to tell anyone. I think she doesn't want the country to know how bad the white house is. She does not like it there and she is unhappy but she will get used to it because this is the new capital.

She does think it will get better when it is done. "The house is on a grand and superb scale" but thinks it would be better if it was in new england instead of washington because there are too many woods around and not enough other houses or even a place for congress. I think she is disappointed that the new house for the president is not as nice as she hoped.

She wanted it to be done and really nice like the home they used to live in, but the house is not done and they are cold because there is no wood for a fire.

**Annotation:** The response inconsistently addresses the task of analyzing how Adams responds to her new surroundings ("*she is unhappy but she will get used to it*") demonstrating partial analytic understanding of the text. There are a few examples of weak analysis ("*I think she doesn't want the country to know how bad the white house is*" and "*I think she is disappointed that the new house for the president is not as nice as she hoped.*") in which the student draws inferences from the text. There is only weak reference to the main idea and the response lacks specific, relevant details from the text with the exception of a direct quote and a reference to the scarcity of firewood. The response has a weak organizational structure with a rudimentary introduction, simplistic transitions, and no discernible conclusion. There is little use of precise language and/or vocabulary drawn from the text to explain the topic. Few convention errors are present.



## E07.E.1.1 Response Score: 1



29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. She is writeing to her daughter about the new white house and how it is not finished. On the way there, they got lost in the woods and couldn't find anyone to help them. Finally she got to Washington. That's when she notice the white house wasnt finish. I know she doesn't like it because she says I see no great comfort in them."

**Annotation:** The response minimally addresses parts of the task of analyzing how Adams responds to her new surroundings ("*I know she doesn't like it...*") demonstrating inadequate analytic understanding of the text. Minimal reference to a main idea is evident, and the response demonstrates insufficient analysis of the text. References to the text are insufficient ("*they got lost in the woods and couldn't find anyone to help them*" and "*she says I see no great comfort in them.'*"). Minimal evidence of an organizational structure is present with only two transitions ("*On the way there,*" and "*Finally*") to link ideas. The response contains a spelling error ("*writeing*" for writing), usage errors ("*notice*" and "*finish*"), and a missing apostrophe ("*wasnt*"). In addition, the quote in the last sentence is not punctuated correctly.

## E07.E.1.1 Response Score: 1

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

John and Abigail Adams was the first presidential couple to live in the White House. The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there. She can see the river from her window and can see vessels as they pass on the river. The house is very grand and has 30 servants who work there. She thinks it is like a great castle.

**Annotation:** In this response, the student minimally addresses some parts of the task of analyzing how Adams responds to her new surroundings ("The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there") demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is present, and the response demonstrates insufficient analysis of the text. References to the text are insufficient and often consist of oversimplifications ("The house is very grand" and "She thinks it is like a great castle") in which only the positive aspects of Adams's conflicted feelings about the White House are cited. The response has convention errors; however, these do not interfere with meaning.

GO ON 

## PASSAGE 4

Read the following science fiction passage about a space academy in the future. Then answer questions 30–39.

## Aboard the *Polaris*

excerpt from *The Revolt on Venus*

by Carey Rockwell

“Emergency air lock open!”

The tall, broad-shouldered officer, wearing the magnificent black-and-gold uniform of the Solar Guard, spoke into a small microphone and waited for an acknowledgment. It came almost immediately.

“Cadet Wright ready for testing,” a voice crackled thinly over the loud-speaker.

“Very well. Proceed.”

Seated in front of the scanner screen on the control deck of the rocket cruiser *Polaris*, Captain Steve Strong replaced the microphone in its slot and watched a bulky figure in a space suit step out of the air lock and drift away from the side of the ship. Behind him, five boys, all dressed in the vivid blue uniforms of the Space Cadet Corps, strained forward to watch the lone figure adjust the nozzles of the jet unit on the back of his space suit.

“Come on, Tim!” said the biggest of the five boys, his voice a low, powerful rumble as he rooted for his unit mate.

“If Tim makes this one,” crowed the cadet next to him, a slender boy with a thick shock of close-cropped blond hair, “the *Polaris* unit is home free!”

“This is the last test, Manning,” replied one of the remaining three cadets, the insigne<sup>1</sup> of the *Arcturus* unit on the sleeve of his uniform. “If Wright makes this one, you fellows deserve to win.”

Aboard the rocket cruiser *Polaris*, blasting through the black void of space two hundred miles above Earth, six Space Cadets and a Solar Guard officer were conducting the final test for unit honors for the term. All other Academy units had been eliminated in open competition. Now, the results of the individual space orientation test would decide whether the three cadets of the *Arcturus* unit or the three cadets of the *Polaris* unit would win final top unit honors.

Roger Manning and Astro kept their eyes glued to the telescanner screen, watching their unit mate, Tim Wright, drift slowly through space toward his starting position. The young cadet’s task was basically simple; with his space helmet blacked out so that he could not see in any direction, he was to make his way back to the ship from a point a mile away, guided only by the audio orders from the examining officer aboard the ship. His score was measured by the time elapsed, and the amount of corrections and orders given by the examining officer. It was an exercise designed to test a cadet’s steadiness under emergency conditions of space.

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<sup>1</sup> insigne—a badge or emblem of membership

The three members of the *Arcturus* unit had completed their runs and had returned to the ship in excellent time. Roger and Astro had also taken their tests and now it depended on Tim. If he could return to the *Polaris* in less than ten minutes, with no more than three corrections, the *Polaris* unit would be victorious.

Seated directly in front of the scanner, Captain Steve Strong, the examining officer, watched the space-suited figure dwindle to a mere speck on the screen. As the regular skipper of the *Polaris* crew, he could not help secretly rooting for Tim, but he was determined to be fair, even to the extent of declaring the *Arcturus* unit the winner, should the decision be very close. He leaned forward to adjust the focus on the scanner, bringing the drifting figure into a close-up view, and then lifted the microphone to his lips.

“Stand by, Wright!” he called. “You’re getting close to range.”

“Very well, sir,” replied Tim. “Standing by.”

Behind Strong, Roger and Astro looked at each other and turned back to the screen. As one, they crossed the fingers of both hands.

“Ready, Wright!” called Strong. “You’ll be clocked from the second you’re on range. One hundred feet—seventy-five—fifty—twenty-five—ten—time!”

As the signal echoed in his blacked-out space helmet, Tim jerked his body around in a sudden violent move, and grasping the valve of the jet unit on his back, he opened it halfway. He waited, holding his breath, expecting to hear Captain Strong correct his course. He counted to ten slowly, and when no correction came over the headphones, he opened the valve wide and blindly shot through space.

Aboard the *Polaris*, Astro and Roger shouted with joy and Strong could not repress a grin. The tiny figure on the scanner was hurtling straight for the side of the *Polaris*!

As the image grew larger and larger, anxious eyes swiveled back and forth from the scanner screen to the steady sweeping hand of the chronometer. Roger bit his lip nervously, and Astro’s hands trembled.

When Tim reached a point five hundred feet away from the ship, Strong flipped open the audio circuit and issued his first order.

“Range five hundred feet,” he called. “Cut jets!”

“You’re already here, spaceboy!” yelled Roger into the mike, leaning over Strong’s shoulder. The captain silenced him with a glare. No one could speak to the examinee but the testing officer.

Tim closed the valve of his jet unit and blindly jerked himself around again to drift feet first toward the ship. Strong watched this approach closely, silently admiring the effortless way the cadet handled himself in weightless space. When Tim was fifty feet away from the ship, and still traveling quite fast, Strong gave the second order to break his speed. Tim opened the valve again and felt the tug of the jets braking his acceleration. He drifted slower and slower, and realizing that he was close to the hull of the ship, he stretched his legs, striving to make contact. Seconds later he felt a heavy thump at the soles of his feet, and within the ship there was the muffled clank of metal boot weights hitting the metal skin of the hull.

“Time!” roared Strong and glanced at the astral chronometer over his head. The boys crowded around as the Solar Guard captain quickly computed Tim’s score. “Nine minutes, fifty-one seconds, and two corrections,” he announced, unable to keep the pride out of his voice.

“We win! We win!” roared Roger. “Term honors go to the *Polaris*!”

Roger turned around and began pounding Astro on the chest, and the giant Venusian picked him up and waltzed him around the deck. The three members of the *Arcturus* unit waited until the first flush of victory died away and then crowded around the two boys to congratulate them.

“Don’t forget the cadet who did it,” commented Strong dryly, and the five cadets rushed below to the jet-boat deck to wait for Tim.

When Tim emerged from the air lock a few moments later, Roger and Astro swarmed all over him, and another wild dance began. Finally, shaking free of his well-meaning but violent unit mates, he grinned and gasped, “Well, from that reception, I guess I did it.”

“Congratulations, Wright,” said Tony Richards of the *Arcturus* crew, offering his hand. “That was really fast maneuvering out there.”

“Thanks, Tony.” Tim grinned, running his hand through his brown curly hair. “But I have to admit I was a little scared. Wow! What a creepy feeling to know you’re out in space alone and not able to see anything.”

Their excitement was interrupted by Strong’s voice over the ship’s intercom. “Stand by, all stations!”

“Here we go!” shouted Roger. “Back to the Academy—and leave!”

“Yeeeeooooow!” Astro’s bull-like roar echoed through the ship as the cadets hurried to their flight stations.

As command cadet of the *Polaris*, Tim climbed up to the control deck, and strapping himself into the command pilot’s seat, prepared to get under way. Astro, the power-deck cadet who could “take apart a rocket engine and put it back together again with his thumbs,” thundered below to the atomic rockets he loved more than anything else in the universe. Roger Manning, the third member of the famed *Polaris* unit, raced up the narrow ladder leading to the radar bridge to take command of astrogation<sup>2</sup> and communications.

While Captain Strong and the members of the *Arcturus* unit strapped themselves into acceleration cushions, Tim conducted a routine check of the many gauges on the great control panel before him.

“Stand by to blast,” called Tim. “Standard space speed!”

Instantly the *Polaris* shot toward Earth in a long, curving arc. Moments later, when the huge round ball of the mother planet loomed large on the scanner screen, Roger’s voice reported over the intercom, “Academy spaceport control gives us approach orbit 074 for touchdown on Ramp Twelve, Tim.”

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<sup>2</sup>astrogation—navigation of a spaceship

“074 Ramp Twelve,” repeated Tim. “Got it!”

“Twelve!” roared Astro suddenly over the intercom. “Couldn’t you make it closer to the Academy than that, Manning? We’ll have to walk two miles to the nearest sidewalk!”

“Two hundred thousand feet to Earth’s surface,” called Tim. “Stand by for landing operations.”

The sleek ship began to settle tail first toward its destination—Space Academy, U.S.A.

**MULTIPLE-CHOICE QUESTIONS****E07.A-C.2.1.3**

30. Read the sentence from the passage.

“The tall, broad-shouldered officer, wearing the magnificent black-and-gold uniform of the Solar Guard, spoke into a small microphone and waited for an acknowledgment.”

Which qualities are **most** strongly suggested by the description of Captain Strong?

- \* A. authority and dignity
- B. earnestness and splendor
- C. dedication and compassion
- D. intelligence and selflessness

The student is asked to determine which qualities are most strongly suggested by the given description of Captain Strong. Option A is the correct answer since the phrases “*wearing the magnificent black-and-gold uniform of the Solar Guard*” and “*waited for an acknowledgment*” suggest Captain Strong is in charge and worthy of respect. Options B, C, and D are not supported by the given sentence or by information in the passage.

## E07.A-V.4.1.1

31. Read the sentence from the passage.

“The young cadet’s task was basically simple; with his space helmet blacked out so that he could not see in any direction, he was to make his way back to the ship from a point a mile away, guided only by the audio orders from the examining officer aboard the ship.”

Which meaning of the word simple is used in the sentence?

- A. obvious
- B. ordinary
- C. undemanding
- \* D. uncomplicated

The student is asked to determine the meaning of the word “*simple*,” which has multiple meanings. Option D is the correct answer. The paragraph that contains the given sentences suggest that the cadet’s task is rather uncomplicated. Since the cadet only had to find his way back to the ship by listening to audio orders, the task is straightforward. Options A, B, and C are not supported by context clues in the passage.



## E07.A-K.1.1.1

32. Which sentences from the passage **best** support the conclusion that the main character shows the ability to maintain “steadiness under emergency conditions”?
- A. “He waited, holding his breath, expecting to hear Captain Strong correct his course.” **AND** “He drifted slower and slower, and realizing that he was close to the hull of the ship, he stretched his legs, striving to make contact.”
  - \* B. “He counted to ten slowly, and when no correction came over the headphones, he opened the valve wide and blindly shot through space.” **AND** “Strong watched this approach closely, silently admiring the effortless way the cadet handled himself in weightless space.”
  - C. “The tiny figure on the scanner was hurtling straight for the side of the *Polaris*!” **AND** “As command cadet of the *Polaris*, Tim climbed up to the control deck, and strapping himself into the command pilot’s seat, prepared to get under way.”
  - D. “ ‘That was really fast maneuvering out there.’ ” **AND** “While Captain Strong and the members of the *Arcturus* unit strapped themselves into acceleration cushions, Tim conducted a routine check of the many gauges on the great control panel before him.”

The student is asked to determine which sentences from the passage support the conclusion that the main character shows the ability to maintain “*steadiness under emergency conditions*.” Option B is the correct answer. The phrases “*counted to ten slowly*,” “*opened the valve wide and shot through space*,” and “*silently admiring the effortless way*” all support the given inference. Options A, C, and D are not supported by the given inference nor by information in the passage.

## E07.A-V.4.1.1

33. Based on the root “chrono,” what does a “chronometer” measure?

- \* A. time
- B. speed
- C. location
- D. distance

The student is asked to determine the meaning of the word “*chronometer*” by using the given root. Option A is the correct answer since the root “*chrono*” refers to time. Options B, C, and D are incorrect since they do not relate to the given root.

## E07.A-K.1.1.1

34. Read the sentences from the passage.

“Finally, shaking free of his well-meaning but violent unit mates, he grinned and gasped, ‘Well, from that reception, I guess I did it.’ ”

“ ‘Thanks, Tony.’ Tim grinned, running his hand through his brown curly hair. ‘But I have to admit I was a little scared.’ ”

Which inference about Tim do the sentences **best** support?

- A. Tim maintains high standards.
- \* B. Tim is modest about personal success.
- C. Tim has doubts about being a space cadet.
- D. Tim feels uncomfortable around the other cadets.

The student is asked to determine the inference that is best supported by the given sentences from the passage. Option B is the correct answer. The phrases “*I guess I did it*” and “*But I have to admit I was a little scared*” indicate that Tim is modest in his estimate of his achievements and honest about his own fear during the test. Options A and C are not supported by information in the passage. Option D is erroneous information and reflects a misinterpretation of the given details.

## E07.A-V.4.1.2

35. Read the sentence from the passage.

“Astro, the power-deck cadet who could ‘take apart a rocket engine and put it back together again with his thumbs,’ thundered below to the atomic rockets he loved more than anything else in the universe.”

What does the phrase “take apart a rocket engine and put it back together again with his thumbs” reveal about Astro?

- A. patience under pressure
- B. passion for space travel
- \* C. mechanical ability
- D. unusual creativity

The student is asked to determine what a given phrase from the passage reveals about Astro. Option C is the correct answer. The use of the phrase “*put it back together again with his thumbs*” suggests that Astro finds the task very simple. Therefore, he has great mechanical ability. Options A, B, and D reflect a misinterpretation of the given phrase.

## E07.A-C.2.1.1

36. Which phrase **best** describes how the author develops the points of view of Tim and Roger?

- A. by contrasting the qualities of skillfulness and sloppiness
- \* B. by contrasting the qualities of calmness and playfulness
- C. by contrasting the qualities of acceptance and refusal
- D. by contrasting the qualities of frailty and strength

The student is asked to determine how the author develops the points of view of Tim and Roger. Option B is the correct answer. The comment “*stand by for landing operations*” from Tim shows his calmness, while “*you’re already here, spaceboy!*” shows Roger’s playfulness. Options A, C, and D are not supported by information in the passage.

## E07.A-C.2.1.1

37. How does the author highlight the difference in points of view between Captain Strong and the cadets in the *Polaris* unit?
- A. by revealing which team Captain Strong wants to win
  - B. by emphasizing Captain Strong's desire for a fair outcome
  - \* C. by showing how Captain Strong conceals personal opinions
  - D. by suggesting Captain Strong's commitment to the space program

The student is asked to determine how the author highlights the difference in points of view between Captain Strong and the cadets in the *Polaris* unit. Option C is the correct answer since Captain Strong feels a special fondness for members of the *Polaris* unit. The sentence "*As the regular skipper of the Polaris crew, he could not help secretly rooting for Tim, but he was determined to be fair, even to the extent of declaring the Arcturus unit the winner, should the decision be very close*" shows Captain Strong's determination to be fair toward both teams and to hide his feelings. Options A, B, and D do not relate to the difference between the points of view of Captain Strong and the *Polaris* cadets and are not supported by information in the passage.

**EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS****E07.A-K.1.1.3**

38. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

How does the plot structure create a certain mood in the passage?

- A. The use of an exaggerated conflict creates a humorous mood.
- \* B. The use of an extended rising action creates a suspenseful mood.
- C. The use of an unrealistic resolution creates a sentimental mood.
- D. The use of an unclear climax creates a mysterious mood.

**Part Two**

Which sentences from the passage support the answer in Part One? Choose **two** answers.

- A. “ ‘Come on, Tim!’ said the biggest of the five boys, his voice a low, powerful rumble as he rooted for his unit mate.”
- \* B. “Roger Manning and Astro kept their eyes glued to the telescanner screen, watching their unit mate, Tim Wright, drift slowly through space toward his starting position.”
- \* C. “As the image grew larger and larger, anxious eyes swiveled back and forth from the scanner screen to the steady sweeping hand of the chronometer.”
- D. “ ‘What a creepy feeling to know you’re out in space alone and not able to see anything.’ ”

The student is asked to determine how the plot structure creates a certain mood in the passage and to select the sentences from the passage that support that analysis.

**Part One:** Option B is the correct answer since there are many events throughout the plot that lead up to Tim’s success. Options A, C, and D are not supported by information in the passage.

**Part Two:** Options B and C are the correct answers since they support the use of an extended rising action that creates a suspenseful mood. Option A is not correct since this sentence marks the beginning of the rising action, not an extension of it. Option D relates to the falling action, not to the rising action.

## E07.A-K.1.1.2

39. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which theme of the passage is developed mainly through the members of the *Arcturus* unit?

- A. Success is directly related to effort.
- B. A team is only as strong as its weakest player.
- C. One learns more from losing than from winning.
- \* D. Good sportsmanship means showing grace in defeat.

**Part Two**

Which sentence from the passage supports the answer in Part One? Choose **one** answer.

- A. “ ‘This is the last test, Manning,’ replied one of the remaining three cadets, the insigne of the *Arcturus* unit on the sleeve . . . ”
- B. “The three members of the *Arcturus* unit had completed their runs and had returned to the ship in excellent time.”
- C. “. . . he was determined to be fair, even to the extent of declaring the *Arcturus* unit the winner, should the decision be very close.”
- \* D. “ ‘Congratulations, Wright,’ said Tony Richards of the *Arcturus* crew, offering his hand.”

The student is asked to determine a theme of the passage that is developed through the members of the *Arcturus* unit and to select one sentence from the passage that supports that theme.

**Part One:** Option D is the correct answer since the members of the *Arcturus* unit “waited until the first flush of victory died away and then crowded around the two boys to congratulate them.” This detail shows that the members of the *Arcturus* unit demonstrate good sportsmanship.

**Part Two:** Option D is the correct answer since it supports the theme related to good sportsmanship from Part One. Options A, B, and C do not support the correct theme from Part One.

**ACKNOWLEDGEMENTS**

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**Section 2**

**Directions:** On the following pages are the Language questions and the writing prompts.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

**Directions for the Writing Prompt:**

- Review the Writer’s Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.



**STANDALONE MULTIPLE-CHOICE QUESTIONS****E07.D.1.1.1**

40. In which sentence does the underlined group of words function as a noun?
- A. Although hard work is not always fun, it often pays off.
  - B. The best athletes have skills that they worked hard to acquire.
  - C. Dribbling a basketball well, which can be difficult to do, takes a lot of practice.
  - \* D. At the community center, Jonas found that hard work is needed to master a new skill.

The student is asked to identify which underlined clause functions as a noun. In Option A, the underlined words form a dependent clause that functions as an adverb, not a noun. In Option B, the underlined words form a restrictive relative clause that functions as an adjective, not a noun. In Option C, the underlined words form a nonrestrictive relative clause that functions as an adjective, not a noun. In Option D, the underlined words form a noun clause that functions as a noun; this is the correct answer.

## E07.D.1.1.1

41. Read the paragraph.

Mary and Cindy have always wanted to act and sing in theatrical productions, and now they have their chance. A new drama course, which has everyone in the community excited, will focus on preparing students to perform on stage. Each participant in the class will receive a role in one of the plays and musicals to be staged throughout the course. The view of the instructor is that all students should perform in front of an audience.

Which underlined group of words functions as a noun?

- A. in theatrical productions
- B. which has everyone in the community excited
- C. of the plays and musicals
- \* D. that all students should perform in front of an audience

The student is asked to identify which phrase or clause functions as a noun. In Option A, the underlined prepositional phrase functions as an adverb, modifying the verbs "act" and "sing." In Option B, the underlined relative clause functions as an adjective, modifying the preceding noun. In Option C, the underlined prepositional phrase functions as an adjective, modifying "one." Option D is the correct answer, since the underlined clause functions as a noun (it is the predicate noun of the sentence).

## E07.D.1.1.2

42. Read the sentences.

Travis wants to read more books about sports. He feels that his older sister should check them out of the library for him. His sister disagrees.

Which revision **best** combines the sentences into one sentence?

- A. Travis wants to read more books about sports and feels that his older sister should check them out of the library for him, and afterward his sister disagrees.
- B. Travis wants to read more books about sports and feels that his older sister should check them out of the library for him, so his sister disagrees.
- \* C. Although Travis wants to read more books about sports and feels that his older sister should check them out of the library for him, his sister disagrees.
- D. Because Travis wants to read more books about sports and feels that his older sister should check them out of the library for him, his sister disagrees.

The student is asked to combine the sentences into one sentence that signals the differing relationships among the ideas. In Option A, "*afterward*" suggests timing that is inconsistent with the meaning and intent of the original sentences. In Option B, "*so*" suggests a causal relationship that is inconsistent with the meaning and intent of the original sentences. In Option C, "*Although*" creates a comparison between Travis and his sister's opinion that is consistent with the meaning and intent of the original sentences; this is the correct answer. In Option D, "*Because*" suggests a causal relationship that is inconsistent with the meaning and intent of the original sentences.

## E07.D.1.1.3

43. Read the sentence.

The principal's speech was about the new afterschool activities that he gave on Tuesday.

Choose the **best** way to revise the sentence to correct the misplaced modifier.

- A. The speech by the principal on Tuesday was about the new afterschool activities he gave.
- B. The principal's speech on Tuesday that he gave was about the new afterschool activities.
- C. The new afterschool activities that the principal's speech was about he gave on Tuesday.
- \* D. The speech that the principal gave on Tuesday was about the new afterschool activities.

The student is asked to revise the sentence to correct the misplaced modifier. Option A is incorrect because it sounds as though the principal gave afterschool activities. Option B is incorrect because it contains "on Tuesday that he gave," a prepositional phrase and a relative clause whose order makes this sentence unclear. Option C is incorrect because it sounds as though the principal gave afterschool activities. Option D is correct because the modifier "that he gave on Tuesday" has been reworded and placed directly after the subject, "speech," which makes the sentence clear.

## E07.D.1.1.4

44. Read the paragraph.

(1) The hippopotamus—its name means “river horse” in Greek—has adapted to spending most of its time in water to stay cool. (2) For example, the hippo’s nostrils are near the top of its head to allow it to breathe while in the water. (3) This large mammal also has eyes positioned high on its head so it can see while their body remains underwater. (4) Able to hold its breath for long periods of time, the hippo is a skilled swimmer.

Which sentence should be revised to correct the inappropriate shift in pronoun number?

- A. sentence 1
- B. sentence 2
- \* C. sentence 3
- D. sentence 4

The student is asked to identify an inappropriate shift in pronoun number. Option A correctly uses the pronoun “its” to refer to a single hippopotamus and therefore is not the correct answer. Option B correctly uses the pronouns “its” and “it” to refer to a single hippopotamus and therefore is not the correct answer. In Option C, “mammal” is the correct antecedent of “its” and “it,” but the pronoun number inappropriately shifts to “their” in modifying “body,” and therefore, Option C is the correct answer. Option D correctly uses the pronoun “its” to refer to the “hippo” and therefore is not the correct answer.

## E07.D.1.1.5

45. Read the paragraph.

The outdoors club had never gone fishing before. But when the club members heard that Lake George Campground offered fishing, they decided to travel to Lake George to try it out. The fishing was a lot of fun. Everyone who worked there was friendly and helped the club members make the most of their trip. This made the whole trip worthwhile.

Which underlined pronoun is vague or unclear?

- A. they
- B. Everyone
- C. their
- \* D. This

The student is asked to identify which underlined pronoun is vague or unclear. In Option A, the pronoun "they" clearly refers to the plural noun "club members." In Option B, the pronoun "Everyone" clearly refers to those "who worked there." In Option C, the possessive pronoun "their" clearly refers to the plural noun "club members." In Option D, the pronoun "This" is a vague or unclear reference to what made the trip worthwhile; it is the correct answer.

## E07.D.1.1.7

46. Read the paragraph.

(1) Playing video games can be an enjoyable activity that may actually have value beyond simple entertainment. (2) While earlier studies suggested that certain types of video games increase creativity in players, a new study offers even more evidence that playing video games can be beneficial. (3) This study showed something surprising it revealed that some video game players learn more quickly than individuals who do not play video games. (4) More research will be conducted, but for now, the findings are exciting.

Which sentence is a run-on sentence?

- A. sentence 1
- B. sentence 2
- \* C. sentence 3
- D. sentence 4

The student is asked to identify a run-on sentence. While Option A has a gerund phrase as a subject and an adjective clause ending in a prepositional phrase, it is not a run-on sentence and therefore is not the correct answer. While students may think the length and complexity of Option B makes it a run-on, it is correctly written and therefore is not the correct answer. Option C is a run-on, lacking the correct punctuation between "surprising" and "it" and therefore is the correct answer. Option D correctly uses the coordinating conjunction "but" to link two clauses and is not a run-on and therefore is not the correct answer.

## E07.D.1.1.9

47. Read the paragraph.

(1) On Saturday, all of the people in the grocery store (this includes both customers and employees) are going to get free samples of a new product. (2) “Juice and More Juice” is the name of the new product. (3) A number of different juices was mixed together to make the new juice product. (4) The manager of the grocery store said that before this product arrived, there were no juices that contained elderberry juice on the store shelves.

Which change would correct the mistake in the paragraph?

- A. Change are to is in sentence 1.
- B. Change is to are in sentence 2.
- \* C. Change was to were in sentence 3.
- D. Change were to was in sentence 4.

The student is asked to correct the mistake in subject-verb agreement. Option A is correct as is because the plural pronoun “*all of the people*” agrees with “*are*.” Option B is correct as is because the title acts as a singular noun and therefore agrees with “*is*.” Option C contains a mistake because the subject, “*a number*,” is considered plural and therefore does not agree with the verb “*was*.” Option D is correct as is because “*juices*” is plural and therefore agrees with “*were*.”



## E07.D.1.2.1

48. Read the paragraph.

(1) Heathrow Airport in London is one of the world's busiest most crowded international airports. (2) Traveling through the airport can be hectic and confusing. (3) Workers do their best to assist the many global travelers. (4) These helpful and friendly employees help to direct people from all over the world.

Where should a comma be added?

- \* A. after busiest in sentence 1
- B. after hectic in sentence 2
- C. after many in sentence 3
- D. after helpful in sentence 4

The student is asked to identify where a comma should be added to separate coordinate adjectives. In Option A, the sentence contains "*busiest*" and "*most crowded*" that act as coordinate adjectives and therefore must be separated by a comma; this is the correct answer. In Option B, although there are two adjectives, they are separated by a conjunction and therefore do not need a comma. In Option C, although there are two descriptive words, "*many*" is an adverb and "*global*" is an adjective; therefore, they do not need to be separated by a comma. In Option D, although there are two adjectives, they are separated by a conjunction and therefore do not need a comma.

## E07.D.1.2.3

49. Read the paragraph.

(1) The White House, for the most part, is a very important building to visit. (2) There you will see the Lincoln—Room but first, you must see the outside of the White House. (3) Sometimes you can (see) the president walking on the lawn. (4) There is a great deal of history to learn, during a visit, to the White House.

Which sentence uses punctuation correctly?

- \* A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify which sentence correctly uses punctuation to set off nonrestrictive/parenthetical elements. In Option A (sentence 1), the phrase “*for the most part*” is a nonrestrictive/parenthetical element that is set off by commas; this is the correct answer. In Option B (sentence 2), the phrase “*Room but first*” is a restrictive, necessary element that should not be set off with an em dash and a comma. In Option C (sentence 3), the word “*see*” is the main verb of the sentence and should not be in parentheses. In Option D (sentence 4), the phrase “*during a visit*” is a necessary prepositional phrase that should not be set off by commas.

## E07.D.1.2.4

50. Read the paragraph.

(1) Skilled musicians know that keys to success are, practicing often, listening to advice, and relaxing. (2) Many new musicians get too little practice, they have a hard time accepting feedback, or they forget that making music should be fun. (3) These new musicians would do well to, establish a routine, set clear goals, and reward themselves for their hard work. (4) Musicians, learn, refine, and finally master, their craft by forming these good habits.

Which sentence uses commas correctly?

- A. sentence 1
- \* B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify which sentence uses commas correctly to separate items in a series. Option A incorrectly uses commas to separate three noun phrases in a series by adding an unnecessary comma after "are" and is therefore incorrect. Option B correctly uses commas to separate three independent clauses in a series and is therefore the correct answer. Option C incorrectly uses commas to separate three verb phrases in a series by adding an unnecessary comma after "well to" and is therefore incorrect. Option D incorrectly uses commas to separate three verbs in a series by adding an unnecessary comma after "musicians" and is therefore incorrect.

## E07.D.2.1.1

51. Read the sentence.

Our teacher always reminds us to read stories carefully because she keeps telling us to pay close attention to detailed information about the characters, setting, and plot of the stories that we read.

Which is the **best** way to revise the sentence to remove repetitive language?

- A. Our teacher keeps telling us to read carefully about character, setting, and plot.
- B. Our teacher keeps telling us to pay close attention to details in stories we read and to read them carefully.
- \* C. Our teacher always reminds us to read stories carefully by paying close attention to details about character, setting, and plot.
- D. Our teacher always reminds us, because she keeps telling us, to read stories carefully and to pay close attention to the characters, setting, and plot.

The student is asked to revise the sentence to remove repetitive language. Option A is incorrect because it omits important details. Option B is incorrect because it omits important details and is redundant. Option C is correct because it omits repetitive language yet retells all of the important details. Option D is incorrect because "*always reminds us*" and "*keeps telling us*" are redundant.

## E07.D.2.1.1

52. Read the sentence.

George is a dedicated player who participates on the soccer team and who always joins together with his fellow teammates for a snack after practice.

Which is the **best** way to revise the sentence to remove the unnecessary word or words?

- A. George is on the soccer team and joins together with his fellow teammates for a snack after practice.
- \* B. George is a dedicated player on the soccer team who always joins his teammates for a snack after practice.
- C. Being a player on the soccer team, George always joins together with his teammates for a snack after practice.
- D. A dedicated player participating on the soccer team, George joins with his teammates for a snack after practice.

The student is asked to identify the best way to revise the sentence to remove the unnecessary word or words. Option A contains the unnecessary word “together” after “joins” and also omits the idea that George is a dedicated player. Option B is the best revision of the sentence because it omits all unnecessary words without removing any details that are critical to the meaning of the sentence. Option C contains the unnecessary word “together” after “joins” and also omits the idea that George is a dedicated player. Option D contains the unnecessary words “participating” after “player” and “with” after “joins.”

## E07.D.2.1.2

53. Read the paragraph.

(1) Traveling in the West, you just might see the old pioneer trails. (2) These trails are across states such as Wyoming, Nebraska, and Utah. (3) Not only can you see these trails, but you can also walk along them in some areas. (4) As you look at the grooves of the wagon ruts, you may imagine what it was like for the pioneers who traveled these routes.

Which revision that combines sentences 1 and 2 into one sentence **best** shows the logical relationship between the two sentences?

- A. Seeing the old trails, you will travel in the West in the states of Wyoming, Nebraska, and Utah.
- \* B. Traveling in the western states of Wyoming, Nebraska, and Utah, you just might see the old pioneer trails.
- C. When you travel in the West, you can go through the states of Wyoming, Nebraska, and Utah, and then you just might see the old pioneer trails.
- D. The western states of Wyoming, Nebraska, and Utah are states that are in the West, and when you visit them, you just might see the old pioneer trails.

The student is asked to choose which revision that combines two sentences into one best shows the logical relationship between the two sentences. Although Option A contains important ideas from both sentences, it is awkwardly worded and lacks the clarity of the correct answer. Option B is correct because it combines sentences 1 and 2 into one sentence that concisely expresses the ideas of both sentences. Although Option C combines the two sentences into one grammatically correct sentence, it lacks the conciseness of the correct answer. Although Option D combines sentences 1 and 2 into one grammatically correct sentence, it is redundant and lacks the conciseness of the correct answer.

## E07.D.2.1.3

54. Read the sentences.

Meeting someone new can be an exciting and important event in life. Any two people who have just met could become very close friends for many years.

Which sentence could be added next to **best** maintain consistency in style?

- \* A. Therefore, making a good first impression is always critical.
- B. However, getting uptight about meeting new people is dumb.
- C. After a while, the two people will feel like they've known each other forever.
- D. In the end, two people who become close friends won't sweat the small stuff.

The student is asked to add a sentence that maintains the style of the sentences. Option A is correct because it maintains the formal style of the sentences. Option B is incorrect because it contains informal diction ("*getting uptight*" and "*dumb*") that is inconsistent with the formal style of the sentences. Option C is incorrect because it contains informal diction ("*known each other forever*") that is inconsistent with the formal style of the sentences. Option D is incorrect because it contains informal diction ("*won't sweat the small stuff*") that is inconsistent with the formal style of the sentences.

## E07.D.2.1.3

55. Read the sentences.

Janice Voss was just 16 years old and in her first year of college when she began working at NASA as a student intern. While studying such topics as engineering and physics, Janice worked full-time for NASA as an astronaut.

Which sentence could be added next that would **best** maintain consistency in style?

- A. NASA recognized that Voss was a brainy astronaut and a leader.
- B. Voss became really best friends with many of the people with whom she worked.
- \* C. What had inspired Voss to become an astronaut was reading science fiction as a child.
- D. Because she had it all together at an early age, Voss was all set to complete several missions.

The student is asked to identify which sentence would best maintain consistency in style. Option A includes the word "*brainy*," which is an informal term for "*smart*" and therefore does not maintain the formal style of the rest of the passage. Option B includes the phrase "*became really best friends*," which is informal and therefore does not maintain the formal style of the rest of the passage. Option C does not contain any informal words or phrases, and therefore it maintains the formal style of the rest of the passage. Option D includes the phrases "*had it all together*" and "*all set*," both of which are informal phrases and therefore do not maintain the formal style of the rest of the passage.



## E07.D.2.1.4

56. Read the paragraph.

(1) Mount Davis, located in Forbes State Forest, is the tallest mountain in Pennsylvania. (2) This fact would be interesting enough on its own, but the height of Mount Davis itself is only part of the attraction. (3) At the very top of Mount Davis at about 3,213 feet above sea level is a rock that is the highest point in Pennsylvania.

Which revision of sentence 3 **best** uses punctuation to emphasize how high the rock is?

- A. At the very top of Mount Davis; at about 3,213 feet above sea level; is a rock that is the highest point in Pennsylvania.
- B. At the very top of Mount Davis, at about 3,213 feet above sea level, is a rock that is the highest point in Pennsylvania.
- C. At the very top of Mount Davis (at about 3,213 feet above sea level) is a rock that is the highest point in Pennsylvania.
- \* D. At the very top of Mount Davis—at about 3,213 feet above sea level—is a rock that is the highest point in Pennsylvania.

The student is asked to choose which revision of sentence 3 best uses punctuation to emphasize the height of the rock. Option A is incorrect because semicolons are not used to emphasize elements within a sentence. In Option B, the use of commas indicates that the words “*at about 3,213 feet above sea level*” are a nonessential element. In Option C, the parentheses de-emphasize rather than emphasize the height of the rock. Option D is correct because the em dashes place emphasis on the height of the rock.

## E07.D.2.1.5

57. Read the paragraph.

(1) Suzanne and three of her best friends went on a morning hike at a nearby nature center last April. (2) The steep, rocky trails were coated with mud and slippery due to a brief spring thunderstorm that had rumbled through overnight. (3) After reaching the top of the highest hill, each of the hikers took some deep breaths and looked at the nice view for a few minutes. (4) The group of friends knew that the way back down the slippery hill might be tricky, and they needed some rest before descending.

Which sentence is the **most** descriptive?

- A. sentence 1
- \* B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify which sentence is the most descriptive. Option A (sentence 1) contains some description, but it is not as descriptive as the correct answer. Option B (sentence 2) is correct because it contains the most descriptive details. Option C (sentence 3) contains some description, but it is not as descriptive as the correct answer. Option D (sentence 4) contains some description, but it is not as descriptive as the correct answer.

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**Section 3**

**Directions:** On the following pages are the Argumentative, Informative/Explanatory, and Narrative Writing Prompts.

**E07.C.1.1**

## Writer’s Checklist for the Argumentative Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and the claim you want to support for that topic.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- State your claim about the topic.
- Support your claim with reasons and evidence.
- Present one or more alternate or opposing claims.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- I stayed focused on the topic.
- I used reasons and evidence to support my claim.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## Argumentative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Some think that schools should put more focus on a particular area of study. For example, some schools might focus more on science. In these schools, students might take more classes in science, math, and technology. Other schools might focus more on the arts by offering students more opportunities in theater, music, and visual arts. Should schools focus on a particular area of study?

Write an argumentative essay for your teacher supporting your claim about whether schools should or should not focus on a particular area of study. Be sure to use reasons and evidence to develop your argument.

Turn the page to begin writing your response.



**Argumentative Writing Prompt  
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Argumentative Writing Prompt (continued)  
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After you have checked your work, close this answer booklet so your teacher will know you are finished.



**ARGUMENTATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E07.C.1 Text Types and Purposes

**Specific Eligible Content addressed by this prompt:**

E07.C.1.1–Write arguments to support claims with clear reasons and relevant evidence.

**Argumentative Writing Prompt Scoring Guidelines:**

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument, and audience</li> <li>• Effective organizational strategies and structures that logically support reasons and evidence</li> <li>• Substantial, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument, and audience</li> <li>• Adequate organizational strategies and structures that support reasons and evidence</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration that includes a clear position that is supported with relevant evidence</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>



Score Point	Description
2	<ul style="list-style-type: none"> <li>• Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument, and audience</li> <li>• Inadequate organizational strategies and structures that ineffectively support reasons and evidence</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence</li> <li>• Inconsistent transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped position with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

**ARGUMENTATIVE WRITING PROMPT STUDENT RESPONSES****E07.C.1.1 Response Score: 4**

Some think that schools should put more focus on a particular area of study. For example, some schools might focus more on science. In these schools, students might take more classes in science, math, and technology. Other schools might focus more on the arts by offering students more opportunities in theater, music, and visual arts. Should schools focus on a particular area of study?

Write an argumentative essay for your teacher supporting your claim about whether schools should or should not focus on a particular area of study. Be sure to use reasons and evidence to develop your argument.

Public schools should not focus on just one subject. Many students first gain exposure to new ideas and topics in high school and aren't ready to pick one area of study. Limiting a student's education to one narrow field of study could have disastrous long-term effects on our nation.

Some may say students learn better when focused on one topic, but what is the benefit if they're focused on the wrong topic because they didn't have enough time to choose wisely? If we demand students to make a decision at an immature age we will sit with frustrated adults in the long run, who are not living up to their full potential.

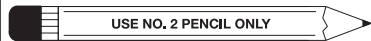
A 13-year-old is not ready to choose what to do for the rest of their life. Furthermore, many students in the public school system cannot afford the experiences that could introduce them to new fields. For example, a class trip to the zoo may be the inspiration for the next Jane Goodall. If that student only studies Math or dance, they may never make the contribution to society that they were meant to.

Some of the best discoveries are the ones between disciplines. For example, an artist who uses math to make a precise sculpture or intricate pattern. People also develop, and what interests a student at the age of thirteen might be of no interest for that person at the age of nineteen.

As you can see, all areas of study are important and schools should not deny students exposure to any of them. In the end we are humans, and not robots; isn't the whole greater than the sum of its parts?

**Annotation:** This response provides a sharp claim (*"Public schools should not focus on just one subject."*) that convinces the reader through thoughtful and substantiated arguments (*"...students first gain exposure to new ideas and topics in high school," "a 13-year old is not ready to choose...best discoveries are the ones between disciplines"*) showing awareness of task, purpose, and audience. Organizational strategies are effective, and the content is specific and relevant (*"A 13-year-old," "a visit to the zoo may be the inspiration for the next Jane Goodall."*). Elaboration is thorough and effectively supports the writer's purpose. Transitions are effective (*"furthermore," "finally," "as you can see"*), and the response demonstrates consistent control of sentence formation (*"The rhetorical question at the end," "isn't the whole greater than the sum of its parts?"*). Few errors are present in grammar, usage, spelling, and punctuation.

E07.C.1.1 Response Score: 4

Argumentative Writing Prompt  
Final Copy

A school's job is to prepare students for the future so schools should expose students to as much as possible. If these subjects aren't taught, then how would students learn enough to know if they like them? If students want to specialize, they can in college. Schools should not focus on a particular area of study.

Students use to only learn reading, writing, and math. Over time, people have become more advanced. Let's face it, technology is everywhere and not just smartphones. To prepare students for life, today schools must teach more subjects. Even if you want to be say an actor you shouldn't only take fine arts classes. Half the shows on TV are about either doctors or crime shows and use science frequently. When you were little did you want to be the same thing you do now? Probably not. In school, part of taking the classes you have to is to show you new things. You might take a class and decide that you want to become a doctor, a movie director, or even an accountant. If schools only gave certain types of classes, there is a lot you might miss out on. Some people say that if schools focused on a particular area students could get the training they need for their future jobs. Isn't that what college is for? Colleges have been training students for years. Others might say that college is expensive, but don't college professors know more than most teachers? They can teach you more in a class like chemistry.

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GO ON



Argumentative Writing Prompt (continued)  
Final Copy

All in all, there are very few reasons that schools should focus on one particular area of study and many why they shouldn't. The system we have now has worked for many years. Why change it now?

**Annotation:** A sharp claim ("Schools should not focus on a particular area of study.") is made with a substantiated argument ("school's job is to prepare students for the future") showing awareness of task, purpose, and audience. A relevant counterargument is implemented ("When you were little did you want to be the same thing"). The writer employs an effective organizational structure and thorough elaboration that is consistently supported with details ("today schools must teach more subjects," "part of taking the classes you have to is to show you new things," "get the training they need for their future jobs"). Consistent control of a variety of sentence structures is evident, and errors in grammar, usage, spelling, and punctuation are minimal.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



**E07.C.1.1 Response Score: 3**

Some think that schools should put more focus on a particular area of study. For example, some schools might focus more on science. In these schools, students might take more classes in science, math, and technology. Other schools might focus more on the arts by offering students more opportunities in theater, music, and visual arts. Should schools focus on a particular area of study?

Write an argumentative essay for your teacher supporting your claim about whether schools should or should not focus on a particular area of study. Be sure to use reasons and evidence to develop your argument.

More students should focus on one subject because students have more opportunities to excel in their area of interest, they are more prepared for college, and are more interested in school.

First, instead of ruining their GPA with classes they don't want to take, students can focus on succeeding in one thing, like art or science. Nobody can be a brain surgeon and a Picasso at the same time.

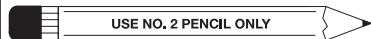
Second, in college you only study one thing so you'll be able to get a job in that field. If a student starts learning that way in high school they'll have a head start and get into a good college. A good college will let them get a better job and make more money.

Finally, students do better when they're actually interested in what they're learning. Therefore students shouldn't be forced to take a bunch of classes that don't interest them. Why would an art major take chemistry?

In conclusion, schools should be separated by subject so students can do better. Having students focus on one subject lets them be interested, excel in one area and prepares them for college.

**Annotation:** This response provides a clear claim (“*More students should focus on one subject...*”) that convinces the reader through credible and substantiated arguments (“*...students can focus...in college...students do better when they’re actually interested...*”) showing awareness of task, purpose, and audience. Organizational strategies are adequate, and the content is relevant (“*...brain surgeon and Picasso..., Why would an art major take chemistry?*”). Elaboration is sufficient, and supports the writer’s purpose. Transitions are appropriate, and the response demonstrates adequate control of sentence formation. Few errors are present in grammar, usage, spelling, and punctuation. Errors do not interfere with meaning.

E07.C.1.1 Response Score: 3

Argumentative Writing Prompt  
Final Copy

Kids are all required to go to school everyday so why not let us take the classes we want to take? Schools definitely should focus more on a particular area of study.

The first reason for this is that students would want to come to school more. Most kids like to stay up late and don't like getting out of bed in the morning. If they had a class that they really, really liked like a film study class in the morning they would have no trouble getting up. Also, they might get more sleep.

In addition, schools that focus more would help kids get jobs. Getting a job can be hard. If schools taught these types of classes, kids would find jobs easier when they grow up. Also, kids would earn more money when they get a job because they would do better.

Finally, college costs a lot of money. A lot of kids can't pay thousands for college. If schools offered more focused classes, kids could take college classes now and save on going to college. This would be more fair because it would give all kids an equal chance.

In conclusion, schools should definitely offer more

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GO ON 





Argumentative Writing Prompt (continued)  
Final Copy

found classes. It will help all kids get ready for the future.

**Annotation:** There is a clear claim (“Schools definitely should focus more on a particular area of study.”) introduced, developed, and concluded with general awareness of task, purpose, and audience. The writer provides adequate and relevant content (“...would want to come to school more,...help kids get jobs, ...college costs a lot of money”). Sufficient elaboration is clearly presented in a logical organizational structure. The writer concludes with an effective summary statement. There is adequate control of sentence formation and are few errors in punctuation and spelling.

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E07.C.1.1 Response Score: 2



Argumentative Writing Prompt  
Final Copy

Schools get kids ready for the future. If kids know what they want to do they already should be able to take classes they like. Schools should focus on one area.

Some kids want to be computer programmers. So why should they have to take band. They could take more science classes. Also, I am going to be an actress. So why do I need to learn geometry. I could take more acting classes. Another reason, teachers would like it better since they only need to teach one thing. They wouldn't have to get ready for lots of classes.

That's why schools should focus on a area.

**Annotation:** The claim is introduced ("Schools should focus on one area.") with a thought-provoking statement ("Schools get kids ready for the future"). Several reasons are provided with little relevant evidence to support them. Transitions somewhat connect ideas ("So," "Also," "Another reason," "That's why"). Errors are present in punctuation but do not interfere with meaning.

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E07.C.1.1 Response Score: 1



Argumentative Writing Prompt  
Final Copy

Schools should not focus on one area. Kids wouldn't learn math. Because they dont like it. You wouldnt know what you wanted to be when you grew up. Kids should have to take all the class. Also, everyone should have to take music. That is why schools should not focus.

**Annotation:** The student states a claim ("Schools should not focus on one area.") and lists four reasons for support ("wouldn't learn math," "wouldnt know what you wanted to be when you grew up," "should have to take all the class," "should have to take music"). There is minimal organizational structure and a lack of sentence control. A few mechanical errors are present ("wouldnt," "class" instead of "classes").

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E07.C.1.2

## Writer's Checklist for the Informative/Explanatory Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- I stayed focused on the topic.
- I used specific details to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

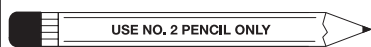
## Informative/Explanatory Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Many people read stories in books, watch them in films, or listen to them being told. Think about why people might like stories. For example, some people might like stories for entertainment. Other people might like stories because they want to learn new things about the world and its people.

Write an essay for your teacher that explains why people might like stories. Be sure to use details and examples to support your ideas.

Turn the page to begin writing your response.



**Informative/Explanatory Writing Prompt  
Final Copy**

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**INFORMATIVE/EXPLANATORY WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E07.C.1 Text Types and Purposes

**Specific Eligible Content addressed by this prompt:**

E07.C.1.2—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Informative/Explanatory Writing Prompt Scoring Guidelines:**

Score Point	Description
4	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective organizational strategies and structures that develop a topic</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate organizational strategies and structures that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>



Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inadequate organizational strategies and structures that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

**INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES****E07.C.1.2 Response Score: 4**

Many people read stories in books, watch them in films, or listen to them being told. Think about why people might like stories. For example, some people might like stories for entertainment. Other people might like stories because they want to learn new things about the world and its people.

Write an essay for your teacher that explains why people might like stories. Be sure to use details and examples to support your ideas.

There are many reasons people like stories. People have long worked to explain their place in the universe and telling stories is one way we do that. Stories tie us to one another because we learn that different types of peoples go through the same trials we do. Stories are also entertaining.

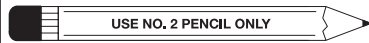
Sharing stories creates understanding and community. My mother has told me the story behind every square in a quilt my grandmother made. Now I am part of a history that I can pass on to my children. Greek myths are maybe the best example of people using stories to understand their place in the world. Odysseus, for example, struggled to find his way home but he overcame each of his challenges.

Stories like The Odyssey are also entertaining and invite the listener to experience new worlds. Hearing a story can be nearly as enjoyable as going on your own adventure. Like the knots on a counting rope; they tie a knot in the rope each time they tell a story. Once the rope is fully knotted the listener becomes the storyteller.

People have always shared stories to understand more about themselves and those around them. Even when stories are just for fun we learn more about ourselves through them; every face is a story, and life is a journey when we share our stories with each other.

**Annotation:** This response introduces a distinct topic (*"There are many reasons people like stories."*) and a sharp conclusion (*"every face is a story and life is a journey when we share our stories"*) demonstrating evident awareness of task, purpose, and audience. Content is relevant, demonstrating a clear understanding of the purpose. Elaboration is thorough, and information is supported with well-chosen facts and details (*"every square in a quilt my grandmother made," "Greek myths," "Stories like The Odyssey"*). The writer maintains a formal style with effective control of language (*"place in the universe," "entertaining and invite the reader / listener"*). This response demonstrates consistent control of sentence formation and sentence variety.

E07.C.1.2 Response Score: 4

Informative/Explanatory Writing Prompt  
Final Copy

One of my favorite memories is of my mother holding me while sitting in her rocking chair. We would rock back and forth as she read me a story until I fell asleep. Since my mother worked a lot, these are the moments I loved the most. Stories are important to people for a number of reasons. Often these reasons are because of something that happened that can bring a person back to a certain time.

Who didn't love hearing stories as a little kid? Visits to grandma and grandpa's house were always filled with stories about growing up on the farm. Stories like these bring people closer together. They allow us to learn about our family tree and think about the tough times they had. We can pass these stories on to our children so that they know what life used to be like.

Pirates, cyborgs, and ninjas are some of the interesting people we can read about and imagine what it might be like to be them. Imaginary and real characters and places can transport people away in their minds. Life on Mars might be exciting to read about even if it might not really be fun to actually live there. A good book can make imaginary places seem real. People can find stories for just about anything.

People love stories for different reasons. Stories make people feel good about themselves. Stories make history come alive. Life is better with stories.

If you need additional space, please continue on the next page.



**Annotation:** The writer effectively introduces and concludes a topic (*"Life is better with stories."*) that is thoroughly developed with evident awareness of task, purpose, and audience. Elaboration is thorough and clearly presented to support well-chosen facts and concrete details. (*"Visits to grandma and grandpa's house were always filled with stories about growing up on the farm."* *"Stories like these bring people closer together."* *"Life on Mars might be exciting to read about even if it might not really be fun to actually live there."*) Demonstrating strong style, the author executes consistent sentence formation and effective word choice. Although a few errors in capitalization and punctuation can be found, these do not interfere with meaning.

**E07.C.1.2 Response Score: 3**

Many people read stories in books, watch them in films, or listen to them being told. Think about why people might like stories. For example, some people might like stories for entertainment. Other people might like stories because they want to learn new things about the world and its people.

Write an essay for your teacher that explains why people might like stories. Be sure to use details and examples to support your ideas.

Lots of people like stories of all kinds. It's a good way to pass down ideas from one generation to the next. People like to watch, read, and listen to stories.

First, people like to watch stories. It is easy to lose yourself in a story on a huge screen in a dark theater and really experience what the characters are experiencing.

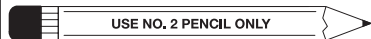
Second, people like to read stories. In school we have reading time and I like to see new points of view and to meet new people through the story I'm reading. Right now I'm reading the Diary of Anne Frank. It is interesting to learn about Anne's life during World War II. She was indeed very brave, and her journal is really inspiring to me.

Third, people like to listen to stories. Before television and videos, people used to listen to stories on the radio. They would be entertained by tales of adventure or by comedy shows. Today we hear stories from friends and family, either about past events or current happenings. I have enjoyed hearing my grandparents talk about what their lives were like when they were young during a time very different from our own.

As you can see, stories are important to many people. Life would be a lot more boring without stories to teach us new ideas or just to entertain us.

**Annotation:** The writer introduces a clear topic about the fact that people like stories. This response demonstrates adequate organizational strategies to develop the topic ("*people like to watch*," "*like to read*," "*like to listen*"). Elaboration is sufficient and is supported with well-chosen facts and details ("*huge screen in a dark theater*," "*Diary of Anne Frank*," "*tales of adventure*," "*comedy shows*," etc.). A formal style is maintained with appropriate control of language, domain-specific vocabulary ("*characters*," "*point of view*," "*relationships*," "*tales of adventure*," etc.), and sentence variety. Some errors are present in grammar (*change vs. changes*), usage, spelling ("*interresting*"), and punctuation, but these do not interfere with meaning.

E07.C.1.2 Response Score: 3

Informative/Explanatory Writing Prompt  
Final Copy

Stories come in many forms. They can be watched, read, or listened to. With all of the choices out there, people like them for many reasons. They are entertaining, they can teach new things, and they take your mind off things.

First, stories are entertaining. If you are in a sad mood and you want to not be sad, you can watch or read a funny story and then you will be happy. One time I was really sad and my friend told me a funny story about the time she broke a chair. I laughed so hard I had happy tears instead of sad tears.

Second, stories can teach someone new things. For example, once in Social Studies class we read My Brother Sam is Dead and I learned about the rebels and the British in the Revolutionary War. I think having stories in school helps us learn more about things that happened in the past.

Third, stories take your mind off things. Have you ever just needed a distraction? Stories can take you out of your life and put you somewhere else. I enjoy when teachers read to us and we can just close our eyes and imagine being outside of school. One of my teachers read Because of Winn-Dixie and I still remember it.

All in all, people like stories for different reasons. Stories are entertaining, they can teach you things, and they can make you forget where you are for a while. Which type of story do you like best?

If you need additional space, please continue on the next page.

GO ON



**Annotation:** A clear topic (*"With all of the choices out there, people like them for many reasons."*) is introduced, developed, and concluded with adequate awareness of task, purpose, and audience. Basic transitions are utilized to create the organizational structure (*"First," "Second," "Third," "All in all"*) and provide a framework for each of the author's three valid examples (*"stories are entertaining," "stories can teach someone new things," "stories take your mind off things"*). The writer exhibits appropriate control of language and sentence formation skills. (*"I laughed so hard I had happy tears instead of sad tears." "Stories can take you out of your life and put you somewhere else."*) Punctuation and capitalization errors (*"british"*) do not detract from the essay.

E07.C.1.2 Response Score: 2

Informative/Explanatory Writing Prompt  
Final Copy

Some people watch movies, some people read books and some people listen to stories. People like different kinds of stories. People like stories in books for a lot of reasons.

One reason is because they can take the reader to another place in their mind. If someone reads a book they can be teleported to another place like space. Also, books can be shorter or longer. If you want to know more of a story read a longer book. The Hunger Games is a long book and tells a better story than Diary of a Wimpy Kid. I like it more because I like reading about Katniss and Peta. Last, stories in books can be made up or real. Real stories teach people stuff and made up stories are in your imagination so they can be anything.

In conclusion, that's why people like stories in books more than watching movies or listening to them.

If you need additional space, please continue on the next page.

GO ON 

**Annotation:** Following a synopsis of the prompt, the writer introduces an incomplete topic (“*One reason is because they can take the reader to another place in there mind.*”) in the second paragraph. The writer loses focus by moving to another topic (“*Also, books can be shorter or longer.*”), indicating a weak understanding of the purpose. Elaboration is underdeveloped and inconsistently supported. Basic transitions (“*One reason,*” “*Also,*” “*Last,*” “*In conclusion*”) are used. Errors in punctuation and spelling are present but do not interfere with meaning.

E07.C.1.2 Response Score: 1



Informative/Explanatory Writing Prompt  
Final Copy

I like to watch movies. Movies tell stories about other lives and times. If I want to learn how someone lived along time ago I can watch a movie about it and find out. Movies help people by telling stories about people and times.

**Annotation:** With a minimal topic introduced, the writer has not shown an awareness of task, purpose, and audience. Comprised of only 4 sentences, this undeveloped written work has very little relevant content. One sentence ("If I want to learn how someone lived along time ago I can watch a movie about it and find out.") indicates some understanding. Some conventions errors are present (*along vs a long*).

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E07.C.1.3

## Writer's Checklist for the Narrative Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the subject and the story you want to write.
- Consider story elements, such as character, setting, and plot.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your story.

### FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in your story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

### PROOFREAD after you write

- I stayed with the same tone and point of view.
- I used descriptive details in my story.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## Narrative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Think about a time when someone did something to help others. This person could be someone you know or a character you have read about. Think about what this person did to help others. Consider what happened before, while, and after this person helped others.

Write a story for your teacher about someone helping others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

Turn the page to begin writing your response.



**Narrative Writing Prompt  
Final Copy**

A series of horizontal lines provided for writing a narrative. There are 28 lines in total, starting from the top of the writing area and ending just above the footer.

If you need additional space, please continue on the next page.







**NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E07.C.1 Text Types and Purposes

**Specific Eligible Content addressed by this prompt:**

E07.C.1.3—Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Narrative Writing Prompt Scoring Guidelines:**

Score Point	Description
4	<ul style="list-style-type: none"> <li>• Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters</li> <li>• Skillful narrative pattern/story line that clearly sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the writer’s purpose</li> <li>• Effective use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Effective use of a variety of transitional words and phrases</li> <li>• Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clearly established context and point of view that orient the reader and introduce the narrator and/or characters</li> <li>• Adequate narrative pattern/story line that sequences events; minor interruptions to the sequence may occur</li> <li>• Adequate elaboration that supports the writer’s purpose</li> <li>• Adequate use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Appropriate use of transitional words and/or phrases</li> <li>• Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Weakly established context and point of view that inconsistently orient the reader and introduce the narrator and/or characters</li> <li>• Weak narrative pattern/story line that inconsistently sequences events; interruptions to the sequence may detract from the story</li> <li>• Weak elaboration that somewhat supports the writer’s purpose</li> <li>• Inconsistent/limited use of narrative techniques</li> <li>• Inconsistent/limited use of transitional words and/or phrases</li> <li>• Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events</li> <li>• Limited control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally established context and/or point of view</li> <li>• Minimal narrative pattern/story line that may or may not sequence events</li> <li>• Minimal elaboration that may or may not support the writer’s purpose</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitional words and/or phrases</li> <li>• Minimal control of literary devices, sensory language, and sentence structure</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

**NARRATIVE WRITING PROMPT STUDENT RESPONSES****E07.C.1.3 Response Score: 4**

Think about a time when someone did something to help others. This person could be someone you know or a character you have read about. Think about what this person did to help others. Consider what happened before, while, and after this person helped others.

Write a story for your teacher about someone helping others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

I will never forget that day when my dad helped someone along the roadside. We were really super excited to go on vacation to picturesque Naples, Florida. We all got in the family van, but we knew this road trip would take forever. Family vans are not Ferrari's. We eagerly anticipated a glorious seaside vacation, and my brothers and I are to this day not the most patient people in the world. On the other hand, my dad is such a patient, humble Samaritan. So, you can guess what happened!

Somewhere on I-75 between nowhere and somewhere, it happened! We passed a stranded car. My dad pulled over and immediately my older brother yelled: "Dad, are you insane? This is going to take like forever, why don't they just call AAA."

My dad's answer was: "Son, it's important to help others when you're in a position to help, and in any case Naples will still be there tomorrow."

So, there we were, in the middle of nowhere, waiting for my dad to help these poor, unfortunate souls. It was steaming hot in that old family van, but who were we to complain if this was about doing the right thing?

My dad walked over to the elderly couple, and I must admit they were sweet, and ever so grateful that my dad stopped to help. Mom, the Julia Childs of the family, immediately brought her picnic basket out, and while dad was fixing their car we shared our mouthwatering, delectable food with these strangers. This was just another reason to have my siblings frowning.

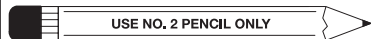
Finally Dad was done with fixing their car and we were ready to hit the road again.

"Not so fast," the old gentleman reacted. He opened his wallet and handed Dad his business card. Turns out he was the owner of the Tampa Bay Buccaneers and as a gesture of a grateful heart he invited us to a day at the stadium as his VIP guests.

In the end we were all happy: Dad's example paid off. We would eventually go on to follow his example many times.. Maybe with less pure intentions than my dad's.

**Annotation:** This response provides a distinctly established situation of a family trip turning into an event about helping others. The thorough elaboration supports the writer's purpose. The dialogue and vivid, original details (*"Family vans are not Ferrari's."*) are engaging. The story line clearly sequences the events and provides an effective conclusion (*"We all became a little bit more compassionate after that experience."*). The precise control of literary devices (*"the Julia Childs of the family"*), sensory language (*"picturesque," "glorious," "patient," "humble Samaritan,"* etc.), and sentence structure effectively convey the events and experiences. The few errors present in grammar, usage, spelling, and punctuation do not interfere with meaning.

E07.C.1.3 Response Score: 4

Narrative Writing Prompt  
Final Copy

"Oh no!" I said to my friend Tanya. "There is a history test tomorrow and I forgot to study for it." "Don't worry about the test," replied Tanya as she rolled her eyes at me, "you always ace them anyway." Tanya has been my best friend since kindergarten and always knows what to say to me. I knew she would help me study if I asked her to. She is just that kind of a friend.

Around 6:30 the doorbell rang and when I answered it, there was Tanya. I started to relax when she smiled at me and said, "We better get studying so you get a score that will keep you at the top of the class." We walked up the stairs and into my room which was decorated with all the trophies and awards and ribbons that I had won in spelling and history bees. We opened our gargantuan history books that our teacher made us lug around everyday. I picked my notebook. It was covered with sharpie drawings and eraser marks. "Good thing we both take great notes," I said with a sly smile. We always copied each others notes.

For the next two hours we studied the chapter about ancient Rome that the test was on. Tanya tried to make the studying into a game by asking me questions which sounded more like a Jeopardy. Some of the questions and some of the answers were so silly that my mom had to call up the stairs and tell us to be quiet and study. We were laughing so hard that I almost forgot how serious this studying session was to

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GO ON 



Narrative Writing Prompt (continued)  
Final Copy

me. I just had to get a hundred percent on this test!

By the time Tanya left, I felt I was ready to take on the world—and to take on Mr. Henry and his massive test. As I crawled into bed and surrounded myself with fluffy pillows, I thought that I could climb Mt. Everest. I could barely sleep I was so excited to get to school and see Tanya and show her what she had helped me learn.

As I was taking the test at my desk in the history classroom, I glanced across the room and saw Tanya. We made eye contact and we winked at each other. She knows how important she is to me and will always be. I calmly focused upon answering all the questions knowing that I would do very well on the test. With all of Tanya's help how could I not?

**Annotation:** The response provides a distinctly established situation of a student worried about a test that orients the reader and introduces the narrator and character ("my friend Tanya"). The introduction is engaging with dialogue and vivid details ("she rolled her eyes") as is the rest of the response ("I said with a sly smile"). There is an effective narrative pattern that sequences events and uses transitions effectively ("Around 6:30," "We walked," "For the next two hours," "By the time Tanya left," "As I was taking"). Thorough elaboration effectively supports the story line ("crawled into bed and surrounded myself with fluffy pillows"). There is consistent control of sentence formation, sentence variety, grammar, usage, spelling, and punctuation.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



**E07.C.1.3 Response Score: 3**

Think about a time when someone did something to help others. This person could be someone you know or a character you have read about. Think about what this person did to help others. Consider what happened before, while, and after this person helped others.

Write a story for your teacher about someone helping others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

Once in the summer after 5th grade my mom made me help my elderly neighbor with her yard work. I really dragged myself to her house to help. I did not care for doing yard work and thought what a waste of my summertime. But I was in for a huge surprise...that summer yard work changed my outlook on life.

She was the nicest lady. At first I kept hoping she would pay me at the end or that I would get something out of it. Oh, boy, I got something out of it: a lesson in compassion. First I noticed her having difficulty walking, and I realized she really needed the help. I thought about how hard it must be for her to live alone. .

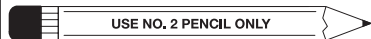
I had to pull weeds and cut the grass with a mower that didn't have power. It took like three or four hours and by the end I was exhausted. I was sort of frustrated not to be hanging out with my friends on a Saturday, but she brought me cookies and cool aid and all of a sudden I didn't mind not getting any money. (Even though I really wanted to get new bike lights that make patterns in the wheels when you ride.) This was my second enlightenment: cookies and cool aid given with a pure heart are worth much more than cold hard cash.

I was really happy at the end that I was able to help her and she really seemed to appreciate it. Neighbor and yard boy became granny and grandson!



**Annotation:** This response provides a clearly established context and point of view of the narrator helping his neighbor with her yard work. There is an adequate narrative pattern (“my mom made me,” “I kept hoping,” “I noticed,” “I realized,” “I was really happy”). Adequate elaboration (“having difficulty walking,” “it must be hard for her to live alone,” “a mower that didn’t have power.”) supports the writer’s purpose. Appropriate control of literary devices (“I dragged myself”), sensory language, and sentence structure conveys the experience (“Neighbor and yard boy became granny and grandson!”). There are some errors in grammar, usage, spelling (“suprise,” “compasion,” “cool aid”), and punctuation; these errors do not interfere with meaning.

E07.C.1.3 Response Score: 3

Narrative Writing Prompt  
Final Copy

ONE DAY THIS BOY NAMED TOMMY WAS WALKING DOWN THE STREET. IT WAS A HOT SUMMER DAY AND TOMMY WAS GOING TO THE STORE TO BUY SOME ICE AND A COKE. THE STORE WAS ONLY FOUR BLOCKS FROM TOMMY'S HOUSE. ON THE WAY THERE TOMMY SAW AN OLD LADY. SHE WAS BENT OVER AND HAD GRAY HAIR. SHE WAS WEARING PINK GLASSES. AS TOMMY GOT CLOSER TO THE LADY SHE SAID WITH A SHAKY VOICE, "YOU THERE IN THE BASEBALL CAP." TOMMY STOPPED AND SAID, "WHAT?" THE OLD LADY ASKED IF HE WOULD HELP HER. TOMMY ASKED, "WITH WHAT?" THE OLD LADY SAID, "I NEEDED SOME THINGS FROM THE STORE." TOMMY TOLD HER HE WAS HEADED THAT WAY. HE SAID HE WOULD HELP HER. THE OLD LADY LOOKED HAPPY. SHE GAVE TOMMY \$20 DOLLARS AND A LIST OF THINGS TO BUY. TOMMY CONTINUED TO THE STORE. AT THE STORE TOMMY SAW HIS FRIENDS COLIN AND JACK. THEY WERE BUYING COKE TO. THEY ASKED TOMMY IF HE WANTED TO GO TO THE POOL WITH THEM. TOMMY REALLY WANTED TO GO BECAUSE IT WAS SO HOT BUT HE HAD THE OLD LADY'S GROCERIES. JACK AND COLIN KEPT WHINING AND SAYING, "COMON MAN YOU DON'T EVEN KNOW THE OLD LADY. YOU SHOULD COME WITH US." TOMMY STOPPED AND THOUGHT ABOUT IT. HE NEEDED TO COOL OFF, BUT PROMISED THE LADY. HE DECIDED HE WOULD BRING THE OLD LADY HER THINGS. HE WALKED BACK TO THE LADY'S HOUSE AND KNOCKED ON THE DOOR. SHE OPENED IT AND INVITED HIM IN. IT WAS NICE AND COOL IN HER HOUSE AND IT SMELLED LIKE COOKIES. SHE OFFERED TOMMY A COLD LEMONADE. IT WAS FRESH MADE. HE EXCITEDLY SAID HE'D LIKE SOME. SHE GAVE HIM COOKIES TO. TOMMY HELPED HER UNPACK HER BAG AND WHEN HE WAS DONE SHE TOLD HIM HE COULD KEEP THE \$5 DOLLAR CHANGE FROM THE STORE. TOMMY SAID, "THANK YOU." TOMMY LEFT AND CHEERFULLY WALKED DOWN THE STREET. HE WAS HAPPY HE HAD STOPPED TO HELP THE OLD LADY. HE PROMISED HE WOULD COME BACK AND CHECK ON HER THE NEXT DAY. HE TOOK OFF DOWN THE STREET TO MEET UP WITH

If you need additional space, please continue on the next page.

GO ON 



Narrative Writing Prompt (continued)  
Final Copy

JACK AND COLLIN AT THE POOL.

Handwriting practice lines consisting of 12 horizontal lines.

**Annotation:** The writer clearly establishes context and point of view in the beginning while introducing the reader to some of the main characters (*“Tommy and the old lady”*). Effective use of sensory language (*“hot summer day,” “bent over and had gray hair,” “with a shaky voice”*) helps convey the experience. An adequate story line is present, and there is effective use of higher-level transitions (*“On the way there, Tommy continued to the store, when he was done”*). Elaboration is evident throughout the response (*“wearing pink glasses,” “They were buying coke to,” “It was nice and cool...smelled like cookies”*). Sentence formation and variety are adequate, and the use of dialogue successfully enhances the narrative. The narrative adequately concludes by Tommy being able to double back to catch up with his friends at the pool. Any errors in grammar, usage, spelling, and punctuation are minor and do not interfere with meaning.

Handwriting practice lines consisting of 5 horizontal lines.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



E07.C.1.3 Response Score: 2



Narrative Writing Prompt  
Final Copy

One day last spring I went with my Boy Scout troop to clean up the city park. It was very dirty and needed cleaning so people could go there. I was paired up with my best friend Jacob. We were supposed to pick up all the trash that was under the trees. We were the shortest so we could climb under them. I was shocked it was so gross. When we were done with the trees we swept the sidewalks. Jacob chased me with the broom and we got in trouble. Then we helped put the boats in the water. Jacob almost fell in. After we helped with that a park person took us for a ride in a row boat. Some other guys got to help drive those big lawnmowers. The grass was sooo long in some areas it was almost to my waist. Everything looks so nice now that we are done. All in all, it was a great day. I hope we can go back and use the boats someday.

**Annotation:** There is a weakly established situation that orients the reader to the story about a Boy Scout troop. The narrative pattern is brief, and there is limited elaboration for each task ("trash that was under the trees... We were the shortest; swept the sidewalks... Jacob chased me with the broom; put the boats in the water... Jacob almost fell in"). Transitional phrases are basic ("When," "Then," "After") and do not move the reader through a narrative sequence. Adequate control of sentence formation is demonstrated, and few errors are present in grammar, usage, spelling, and punctuation; however, this alone is not enough to move the response to a higher score point.

If you need additional space, please continue on the next page.



E07.C.1.3 Response Score: 1



Narrative Writing Prompt  
Final Copy

Harriet Tubman was a important history person. She help alot of people back in the slavery days. She strated the Underground railroad. She helped them escaped to the Freedom in the north. People who owned them was very angry with Mrs. Tubman but she didn't care. She risked her life to help them and now she is famous.

**Annotation:** The response is brief with a minimally established context ("Harriet Tubman was a important history person."). The response does not sequence events. The response provides minimal elaboration to support the writer's purpose ("help alot of people... She risked her life"), uses no transitions, and contains little sensory language. Minimal control of sentence formation is demonstrated, and errors in conventions are present.

If you need additional space, please continue on the next page.



# **PSSA Grade 7 English Language Arts Item and Scoring Sampler**

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